DOCUMENT RESUME

ED 213 608 SE 036 457

TITLE	Health Education Resource Guide, Junior High.
INSTITUTION	Federal Way School District 210, Wash.
PUB DATE	Dec 81
NOTE	228p.; For related documents, see SE 036 455-456.
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Educational Objectives; Grade 8; Health; *Health Activities; *Health Education; Junior High Schools; *Learning Activities; *Safety; *Safety Education; Science Education; Secondary Education

ABSTRACT

As part of a health education program for K-12, this curriculum guide for grade eight provides: (1) a short overview of health education; (2) a scope and sequence chart which lists specific topics to teach on mental health, physical health, community health, and safety that are appropriate at different grade levels; (3) a list of objectives; and (4) sample learning activities and accompanying learning resources for each objective. Since health education is influenced greatly by individual value systems, activities are not designed to teach right or wrong but to encourage students to examine issues from different perspectives and then to form their own opinions. Activities involve a variety of teaching techniques including reading, discussion, guest speakers, audiovisual aids, worksheets, games, writing, and demonstrations. Some topics covered are the human body; alcohol, drug and tobacco; communicable diseases; first aid; nutrition; mental health; family life--heredity, growth and development; and consumer health. (DC)

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ED213608

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION RESOURCE GUIDE

JUNIOR HIGH

DECEMBER 1981

U.S. DEPARTMENT OF EDUCATION
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SE 036 457

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GRADE 8

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2. The student describes the structure and function of the circulatory system.

3. The student names location of the major parts of the nervous system and describes its function.

4. The student names and locates the major parts of the digestive system and describes its function.

5. The student names and locates the major parts of the endocrine system and describes its function.

6. The student names and locates the major parts of the respiratory system and describes its function.

7. The student describes the structure and functions of the urinary/excretory system.

8. The student reviews systems of the human body.

UNIT II - ALCOHOL, DRUG AND TOBACCO

9. The student describes the symptoms, effects and treatments of illnesses related to smoking and discusses the consequences of these illnesses for the individual, family and society.

10. The student differentiates between over-the-counter drugs and prescription drugs.

TABLE OF CONTENTS (cont.)

Unit II (cont.)

11. The student investigates factors which influence the effects of drugs on a person.

12. The learner distinguishes between facts and myths about drugs.

13. The student translates knowledge about how drugs affect people into predictions of behavior of users.

14. The student discriminates between responsible and irresponsible decisions related to drugs.

15. The student identifies the implications of the effects of certain drugs on personal safety of others.

16. The student explains that some drugs when taken in combination with others produce unpredictable results.

17. The student identifies community resources to help people who have a drug-related problem.

18. The student will be able to identify feelings and values about the use of alcohol and understand how feelings affect decisions. The student will be able to identify the physical and behavioral effects of alcohol on the body. The student will be able to identify sources exerting pressure on a person to drink, and will know how people can cope with these pressures. The student will know the symptoms, effects, and treatment of the illness, alcoholism, and its consequences for the individual, family and society.

UNIT III - COMMUNICABLE DISEASES

19. The student explains how VD is spread, what the symptoms of the various venereal diseases are, how VD can be prevented, how VD is treated.

20. The student identifies symptoms, prevention, treatment, and current research for a selected disease. The student explains the possible effects of the selected disease on the mind and body.

21. The student differentiates between a communicable or contagious disease and a non-communicable or non-contagious disease and identifies some examples of each.

TABLE OF CONTENTS (cont.)

UNIT IV - FIRST AID

22. The student completes first aid training including CPR. The student proposes reasonable and effective responses to emergency situations.

23. The student performs reasonable and effective responses to emergency CPR situations.

UNIT V - NUTRITION

24. The student identifies effects food choices have on physical fitness and appearance.

25. The student lists selected facts and fallacies concerning foods.

UNIT VI - MENTAL HEALTH

26. The student lists reasons why an individual's appearance is important.

27. The student selects a variety of ways to feel good about self and makes others feel good about themselves.

28. The student describes characteristics of a good friend.

29. The student accepts differences in others.

30. The student identifies different emotions that all people feel and how emotions can physically and mentally affect people.

31. The student discusses influence of peers on own feelings, behaviors, and decisions.

32. The student discriminates between responsible and irresponsible decisions. The student identifies factors which influence decision.

33. The student defines stress, identifies some common symptoms, and explores ways to cope with stress.

34. The student names and describes use of emotional defense mechanisms.

35. The student lists some signs to look for in a person who might be considering suicide.

36. The student explores feelings about experiences concerning death.

TABLE OF CONTENTS (cont.)

UNIT VII - FAMILY LIFE: HEREDITY, GROWTH AND DEVELOPMENT

37. The student discusses the influence of the family on individual development.

38. The student compares and contrasts the needs of people at various ages.

39. The student examines ways to successfully communicate.

40. The student names and locates the major parts of the reproductive system.

41. The student describes the functions of the reproductive system.

42. Students discuss the planning of families.

43. The student describes the birth process.

44. The student describes the growth and development process during the gestation period.

45. The student identifies symptoms, prevention, treatment, and current research for selected birth defects.

46. The student discusses the influence of heredity and environment on birth defects.

47. The student explains the process of passing on traits from parent to offspring.

48. The student discusses different types of abortions and the different stages of pregnancy at which abortions are performed and the possible ramifications of the decision to have an abortion.

49. The student identifies the underlying causes of child abuse.

50. The student identifies community resources to help people with family-related problems.

UNIT VIII - CONSUMER HEALTH

51. The student identifies the responsibilities of health specialists and practitioners.

APPENDIX I - Health Education Policy (P 6122.8)

APPENDIX II - Health Education Regulation (R 6122.8)

PREFACE

The Health Education Resource Guides for grades 1-6, 8 and 12 have been developed by Federal Way School District teachers. The main purpose of the guides is to provide teaching suggestions and resources for teachers. The guides also contain strategies in dealing with sensitive topics in health education.

Each Health Education Resource Guide is organized around the "core" curriculum objectives for the particular grade level. *It contains more learning activities and materials than one can possibly use in the time allotted for health education.* Teachers are expected to choose the most appropriate activities for their students in meeting the objectives.

The Health Advisory Council believes that in addition to a textbook, supplementary materials such as films, charts, filmstrips and community resources are essential components of a comprehensive health education program. These materials and resources are coordinated with the curriculum objectives.

Instructional materials on family life/sex education must be approved by the Health Advisory Council prior to purchase or use in the classroom. Teachers should use their professional judgment regarding materials on other health topics that may be controversial. A copy of District Policy and Regulation on Health Education is in the appendix. If there are questions regarding the appropriateness of new materials, please contact the Health Coordinating Teacher or the Director of Curriculum.

HEALTH EDUCATION PERSPECTIVES

Health is a state of physical, emotional and social well-being, not just the absence of disease. Good health is fundamental to the vitality needed for a full and productive life.

Health education is a process by which students learn to make informed decisions affecting their physical, emotional and social well-being. The focus of health education is on well-being, how it is achieved, maintained and enhanced. For many, health education may serve to maintain or reinforce healthful behavior being practiced; for others, health education may serve as an avenue for change to behavior which will lead to better health.

The contents selected for inclusion in the health curriculum are based on the personal health needs, community health needs, developmental characteristics and interests of the students. Since self-image affects behavior, enhancement of self-image and understanding factors which influence behavior are important parts of the program. A diversity of teaching methods will accomodate different abilities and learning styles of students.

In health education what is right or wrong may be in the value system and belief of the individual. Authorities may differ in their views. Students will be encouraged to study all sides of a question, and to form and express their own opinions. They will have access to materials and information representing both sides of an issue.

In the study of health, teachers will not present their own personal prejudices but will guide discussion with thoroughness and objectivity. They will acquaint students with the importance of reviewing information critically, and help students respect conflicting opinions. Finally, the privacy of individual students and their family will be respected in the implementation of the health curriculum.

FEDERAL WAY SCHOOL DISTRICT

HEALTH EDUCATION CURRICULUM SCOPE AND SEQUENCE

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 8	GRADE 12
MENTAL HEALTH	Self concept Expressing feelings Friendship	Self concept Understanding people Emotions	Emotions Making decisions	Self concept Human behavior Drug use & misuse Smoking	Coping skills Emotions Alcohol use & misuse Growth & development	Self concept Friendship Handicaps Making decisions Growth & development Alcohol & drug misuse & abuse	Self concept Friendship Understanding people Making decisions Feelings & emotions Family Alcohol & drug misuse & abuse	Making decisions Maintenance of mental health Family life Alcohol & drug misuse & abuse
PHYSICAL HEALTH	Health habits Growth patterns Nutrition Dental health	Senses Health habits Growth patterns Nutrition	Cells & organs Growth patterns Health habits Nutrition Dental health	Circulatory system Brain & senses Health habits Dental health	Senses Hygiene Skin, hair & nails Skeletal system Digestive system Dental health Nutrition Respiratory system Stages of growth	Nervous system Stages of growth Reproductive system Hygiene Nutrition Drug use	Body systems Nutrition Heredity Stages of growth Birth defects Drug & alcohol effects Smoking	Fitness Nutrition Genetics & birth defects Alcohol & drug effects
COMMUNITY HEALTH	Healthy environment	Health care Health careers Healthy environment	Disease prevention Healthy environment	Disease prevention Health agencies		Disease prevention Health agencies	Disease prevention Health care	Consumer health Disease control
SAFETY	Pedestrian Playground Poison prevention Personal safety	Bicycle Animal Poison prevention Fire	First aid Bicycle Water Electrical Recreational	Pedestrian Bicycle Water	Bicycle	First aid Recreational safety Outdoor safety	First aid CPR	First aid CPR Accident prevention

UNIT I

THE HUMAN BODY

#I-1 CURRICULUM OBJECTIVE: The student names and locates the major bones and muscles in the body and describes the functions of muscular and skeletal systems.

SAMPLE LEARNING ACTIVITIES

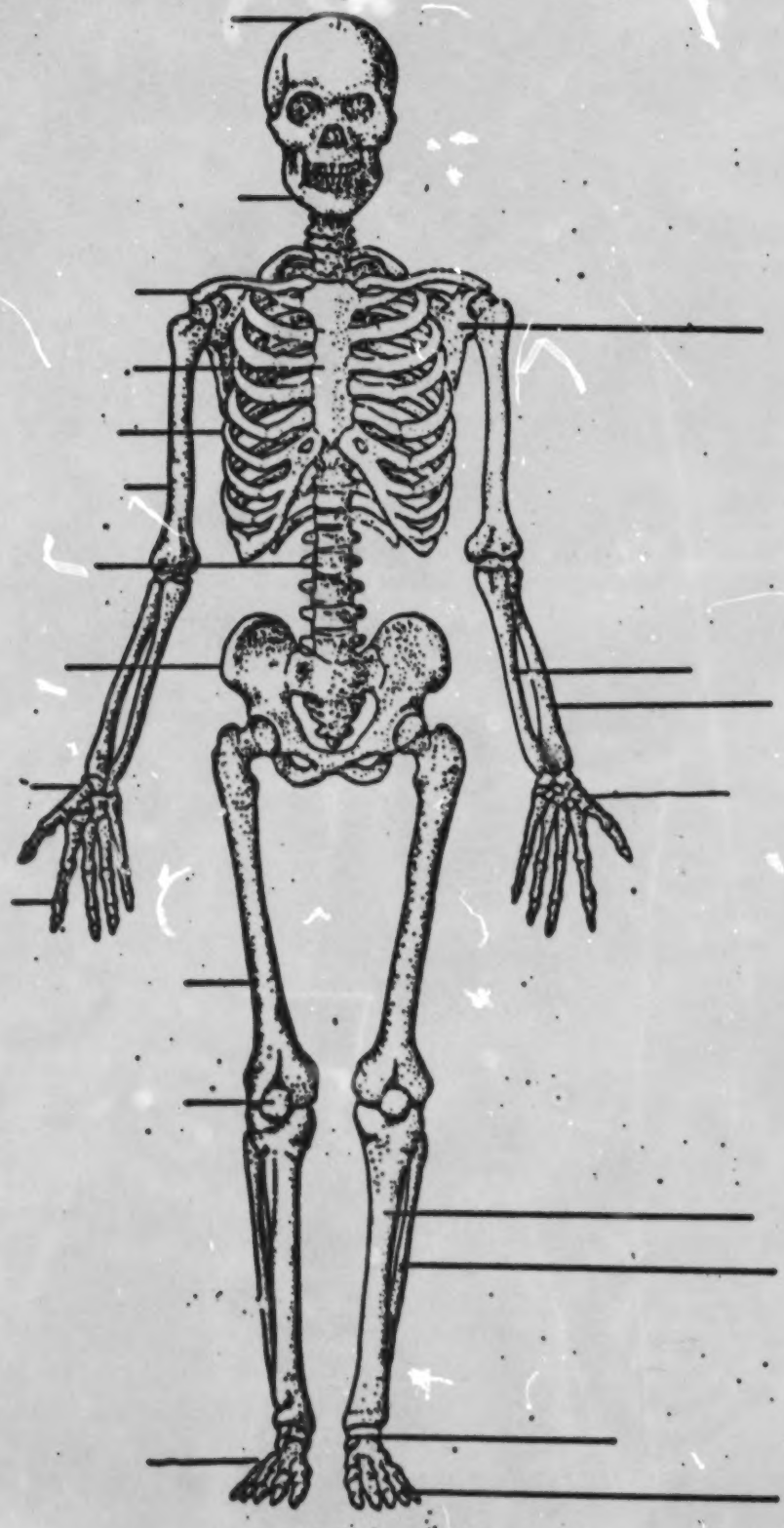
1. Read pp. 10-21.
2. Read pp. 1-5, skeletal system.
3. Complete worksheet.
4. Complete word search and define the words. Prepare questions for speaker from the American Heart Association.
5. Complete crossword puzzle.
6. Read pp. 6-11, muscular system.
7. Complete crossword puzzle.
8. Obtain a vertebrae, bone joint, or other bones from a butcher. Examine in class.
9. Obtain an X-ray of a fractured bone. Compare with an X-ray of a normal bone.

LEARNING RESOURCES

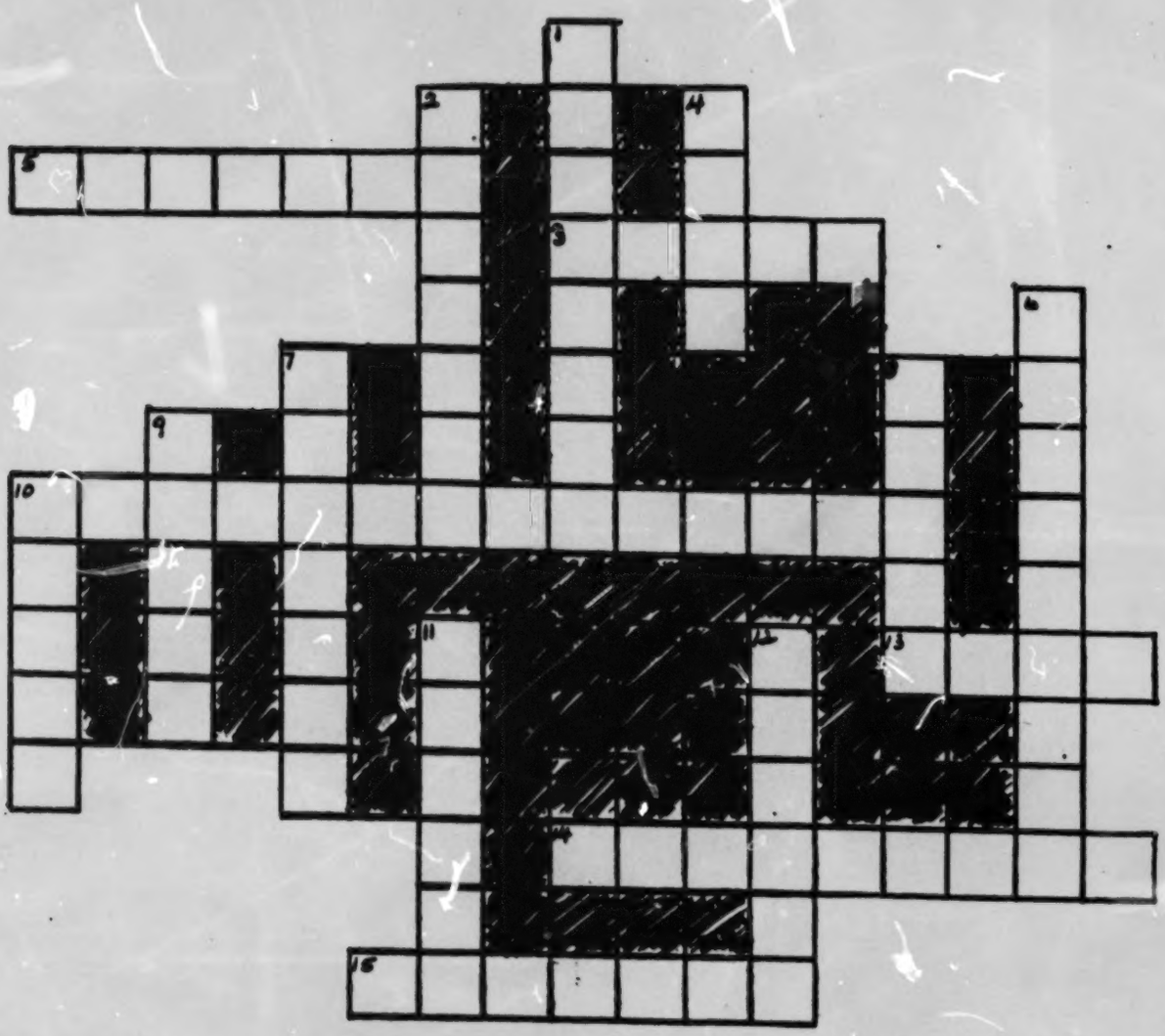
1. Text: HEALTH AND SAFETY FOR YOU
2. Supplemental text: THE WONDERFUL HUMAN MACHINE
3. Worksheet: THE SKELETAL SYSTEM - LABEL THE PARTS
4. Word search: SKELETAL SYSTEM
5. Puzzle: SKELETAL SYSTEM
6. Supplemental text: THE WONDERFUL HUMAN MACHINE
7. Puzzle: MUSCULAR SYSTEM
8. Meat packing company, butcher
9. Orthopedist

Related films available from ESD 121:

HUMAN BODY: SKELETAL SYSTEM (2nd ed.)
I AM JOE'S SPINE
SKELETON, THE (2nd ed.)



CROSSWORD PUZZLE: SKELETAL SYSTEM



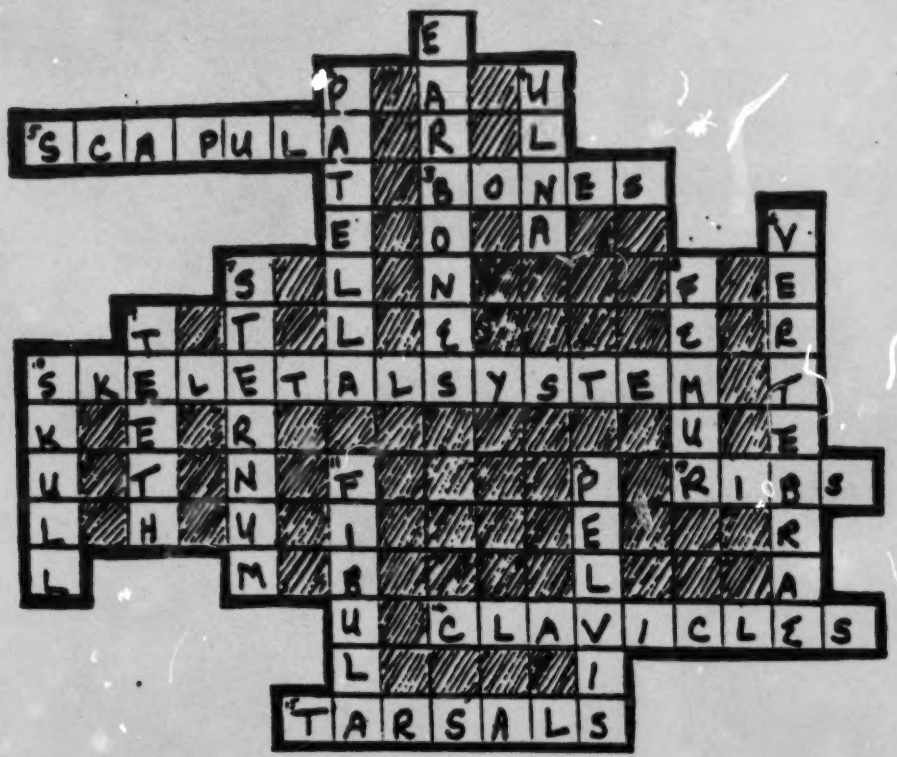
DOWN

1. The bones that help us to hear
2. Another name for knee cap.
4. The bones in the forearm are the radius and _____.
6. The backbones or _____ protect the spinal cord.
7. Another name for the breast bone.
8. The bone in the upper leg.
9. The bones we use to chew our food.
10. The bones of the head or the ____ protect the brain.
11. The tibia and _____ are bones in the lower legs.
12. Another name for the hip bone.

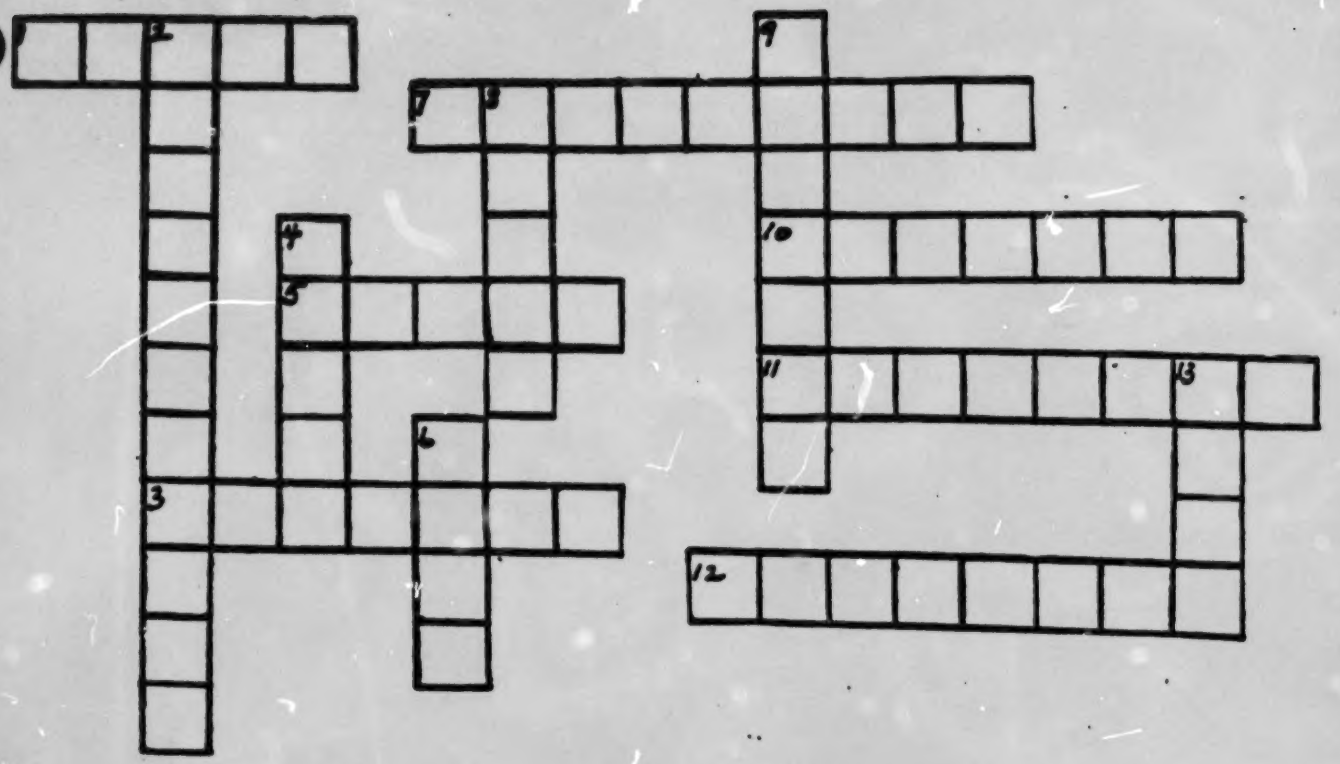
ACROSS

3. There are 206 _____ in the human body.
5. Another name for shoulder blades.
10. The framework of the human body.
13. The bones that protect the lungs and heart.
14. There are two collar bones or _____.
15. The _____, metatarsals and phalanges are bones in the feet.

ANSWERS TO THE SKELETAL SYSTEM Crossword Puzzle

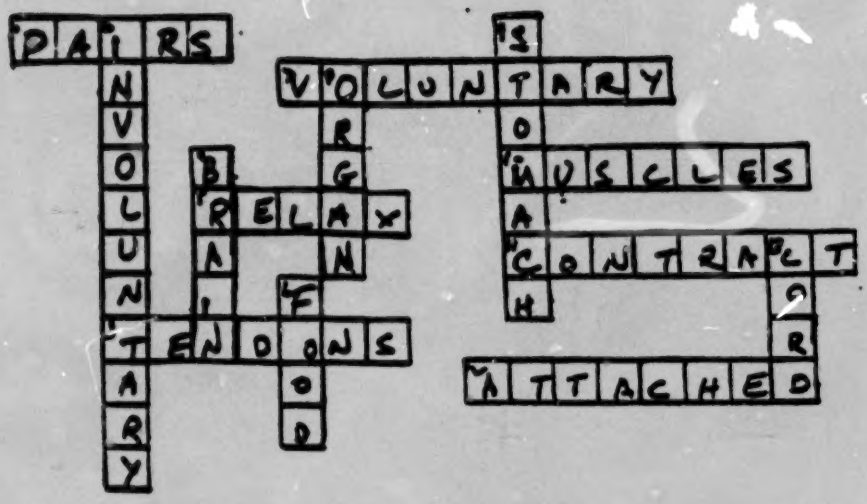


CROSSWORD PUZZLE: MUSCULAR SYSTEM



1. She has 4 _____ of shoes. Muscles work in _____.
2. _____ muscles move our organs.
3. _____ connect our muscles to our bones.
4. The _____ is the center of the nervous system. It controls our muscles too.
5. To rest means to _____.
6. Our muscles stay strong with lots of exercise and good _____.
7. _____ muscles move our arms and legs when we are running and jumping.
8. The heart is a(n) _____ that pumps blood.
9. After we swallow, food goes into the _____.
10. There are two kinds of _____. They are voluntary and involuntary.
11. Muscles in our hand _____ when we make a fist.
12. The muscles are _____ to the bones by the tendons.
13. A tendon is a strong _____ that connects muscles to bones.

ANSWERS TO THE MUSCULAR SYSTEM CROSSWORD PUZZLE



VI-2 CURRICULUM OBJECTIVE: The student describes the structure and function of the circulatory system.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 171-184.
2. Read pp. 18-24.
3. Complete worksheet.
4. Complete crossword puzzle.
5. Complete word scramble puzzle and define the words.
6. Obtain a beef heart and let the class identify passageways for blood.
7. Contact American Heart Association for speaker and pamphlets.

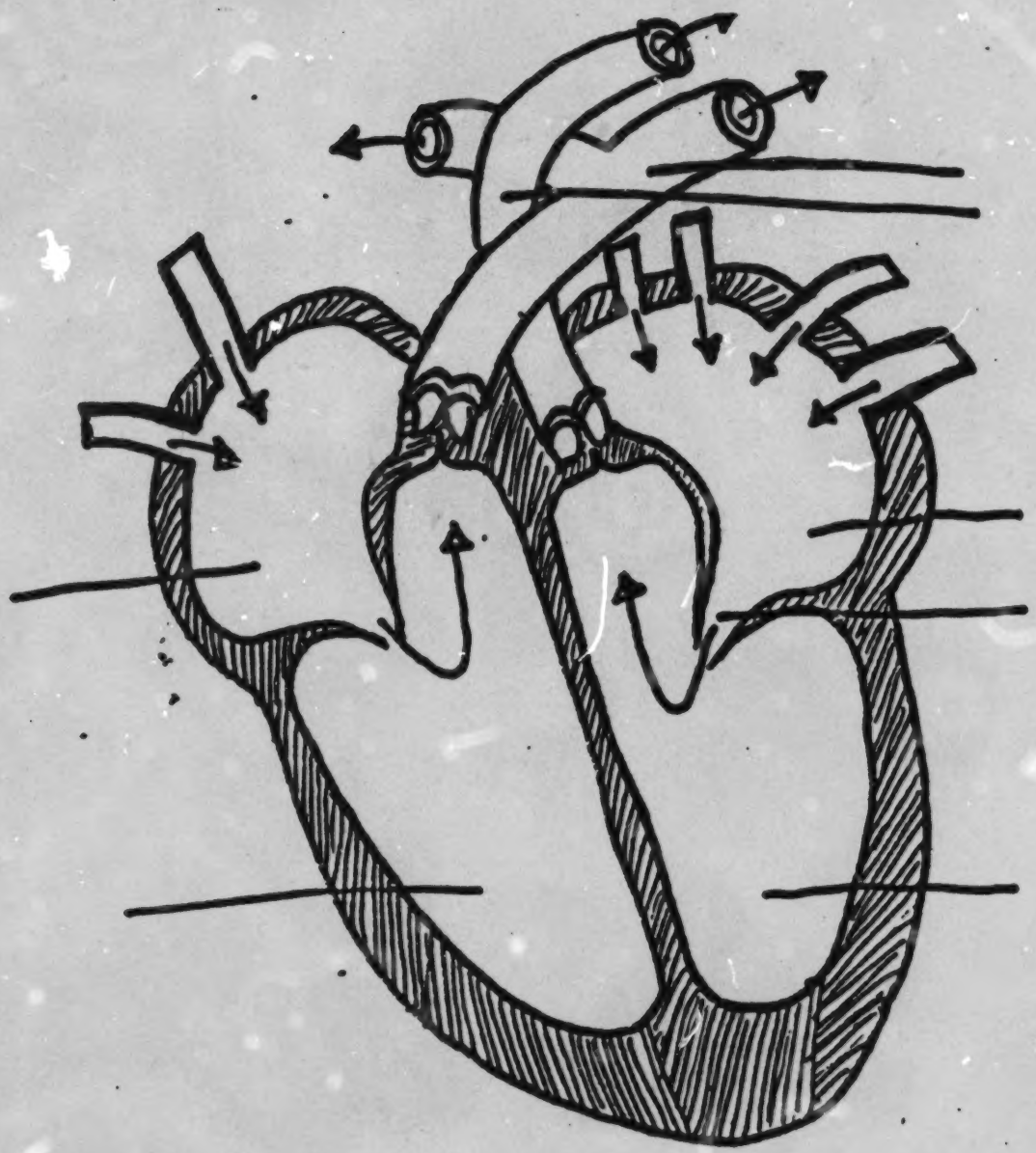
LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Supplementary text: THE WONDERFUL HUMAN MACHINE
3. Worksheet: HUMAN HEART
4. Puzzle: CIRCULATORY SYSTEM
   Answers:
5. Scramble: CIRCULATORY SYSTEM
6. Meat packing company, butcher
7. American Heart Association, phone 285-2415

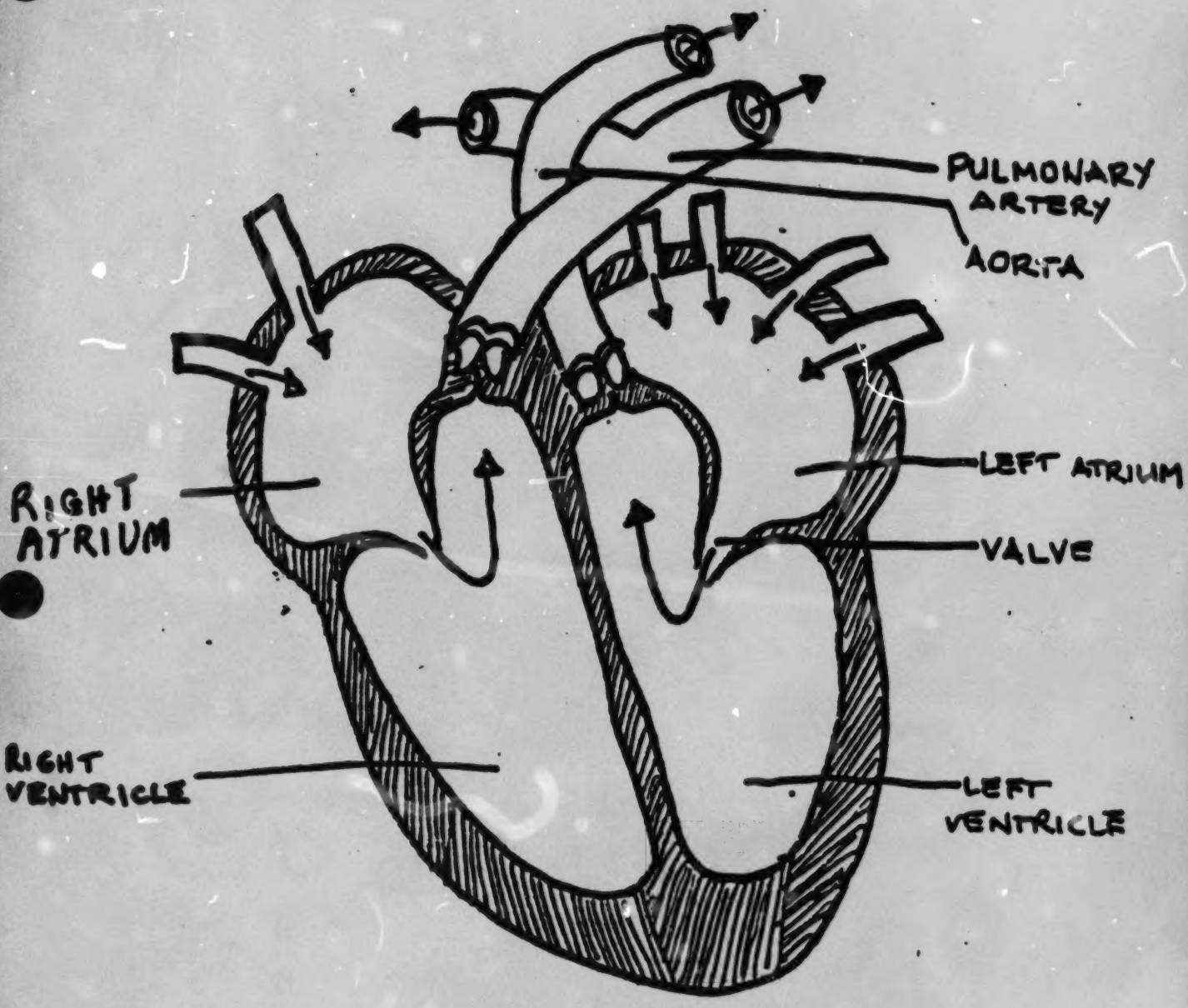
Related films available from ESD 121:

HUMAN BODY: CIRCULATORY SYSTEM (2nd ed.)
I AM JOE'S HEART

LABEL THE PARTS



THE HUMAN HEART



Worksheet: THE HUMAN HEART
(answer sheet)

SCRAMBLED LETTERS: CIRCULATORY SYSTEM

Directions: Unscramble the letters to find the words listed below.

1. rotculryica _____
2. aslpam _____
3. dqiliu _____
4. wolhol _____
5. pmup _____
6. segrm _____
7. elavv _____
8. oolbd _____
9. aroat _____
10. iutarm _____
11. eivns _____
12. elcls _____
13. rheta _____
14. piorcicscmo _____
15. sclpucreos _____
16. ivetlrenc _____
17. llipcaisera _____
18. gsuln _____
19. nbomehgloi _____
20. rsebachm _____
21. swates _____
22. trisaere _____
23. tesyms _____
24. gexoyn _____

ANSWERS:

1. circulatory
2. plasma
3. liquid
4. hollow
5. pump
6. germs
7. valve
8. blood
9. aorta
10. atrium
11. veins
12. cells
13. heart
14. microscopic
15. corpuscles
16. ventricle
17. capillaries
18. lungs
19. hemoglobin
20. chambers
21. wastes
22. arteries
23. system
24. oxygen

#1-3 CURRICULUM OBJECTIVE: The student names location of the major parts of the nervous system and describes its function.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 143-152.
2. Read pp. 12-17.
3. Complete worksheet by filling in the blanks.
4. Complete crossword puzzle.
5. Select and complete 1-3 of experiments.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Supplementary text: THE WONDERFUL HUMAN MACHINE
3. Worksheets: BRAIN

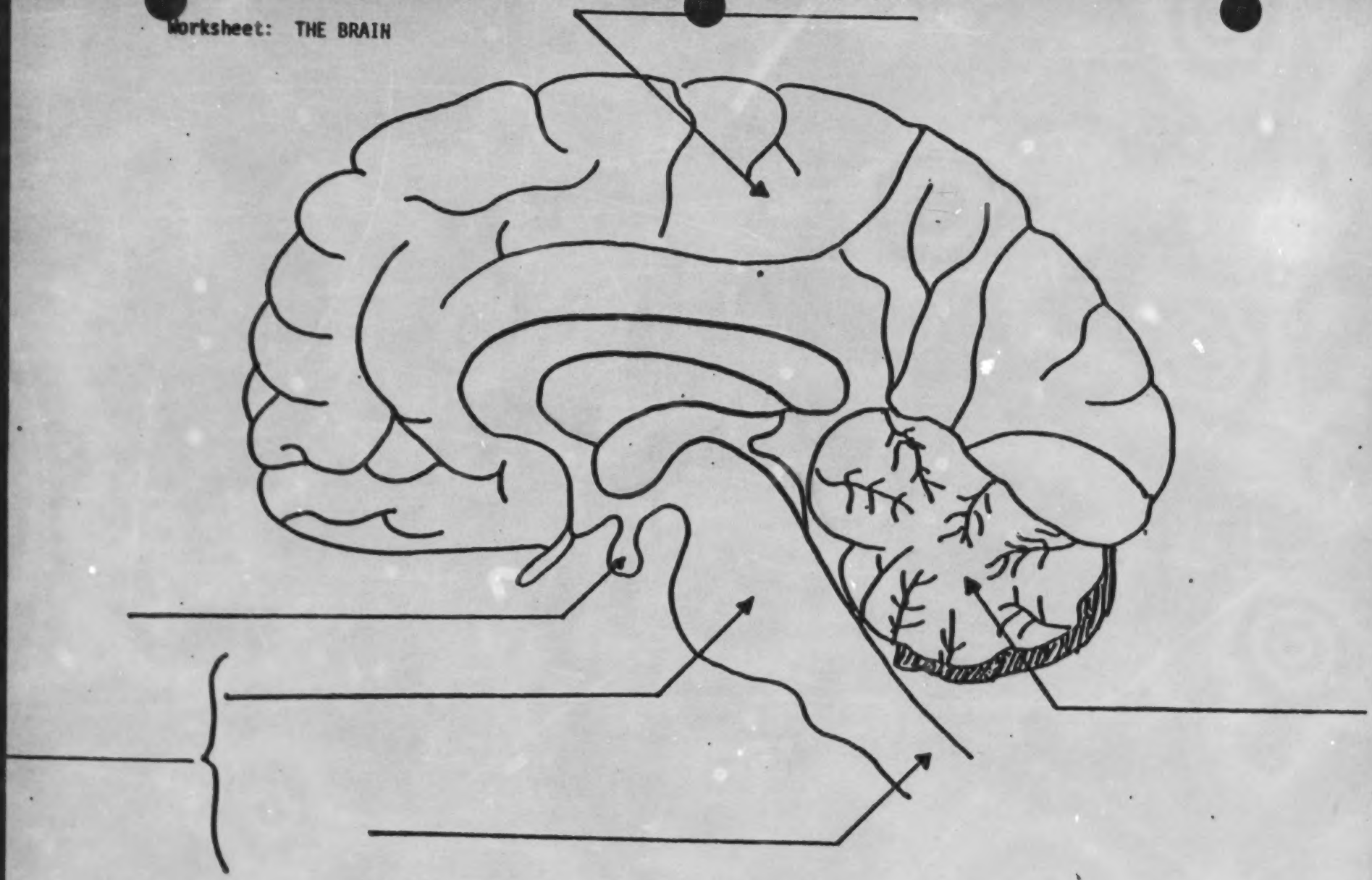
ORGANIZATION OF THE NERVOUS SYSTEM

4. Puzzle: NERVOUS SYSTEM,
5. YOU CAN TOUCH IT experiments
   Teacher reference: FACTS ABOUT NEURONS

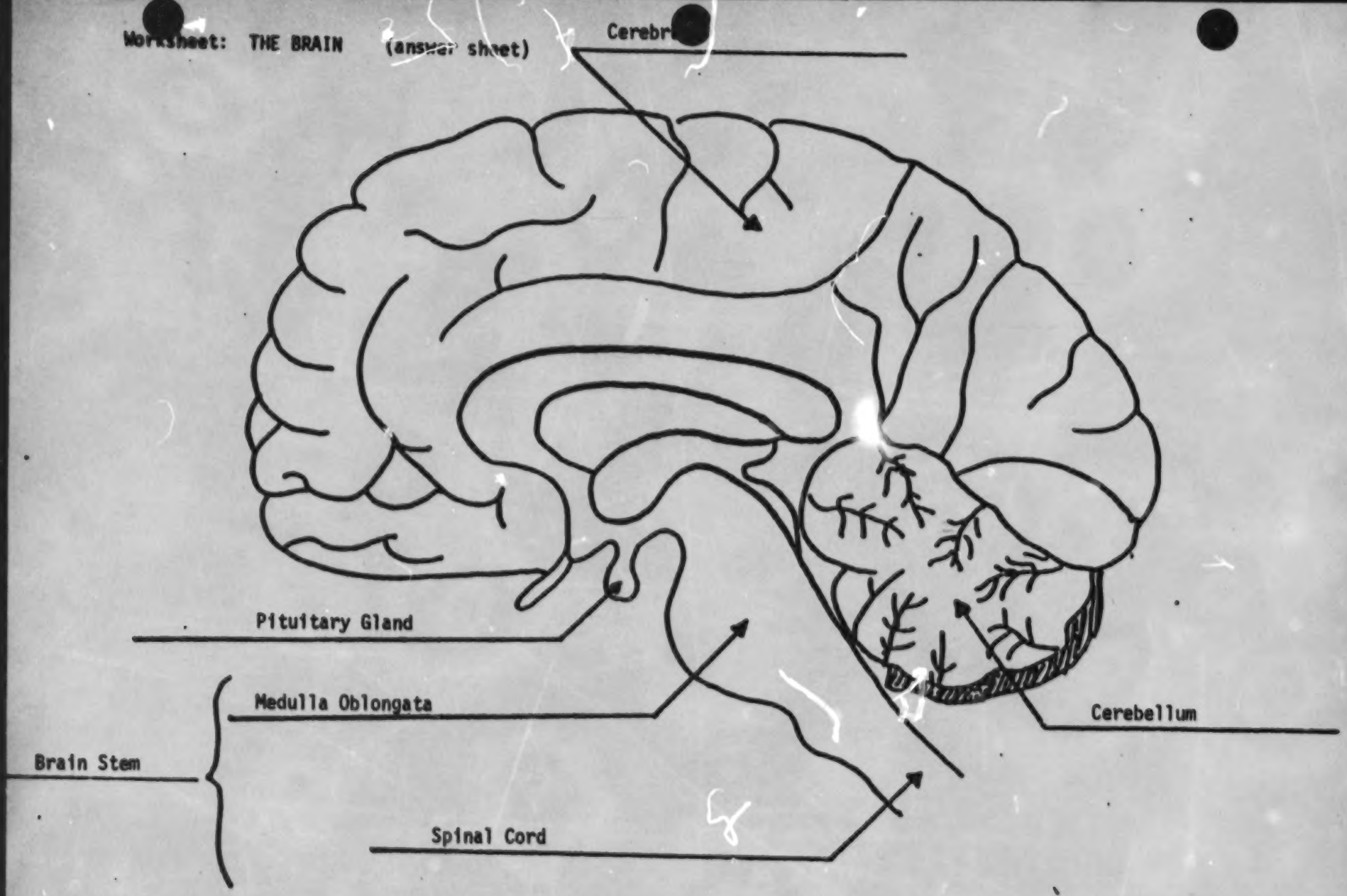
Related films available from ESD 121:

HUMAN BODY: NERVOUS SYSTEM (2nd ed.)
HUMAN BODY: THE BRAIN
NERVOUS SYSTEM (3rd ed.)

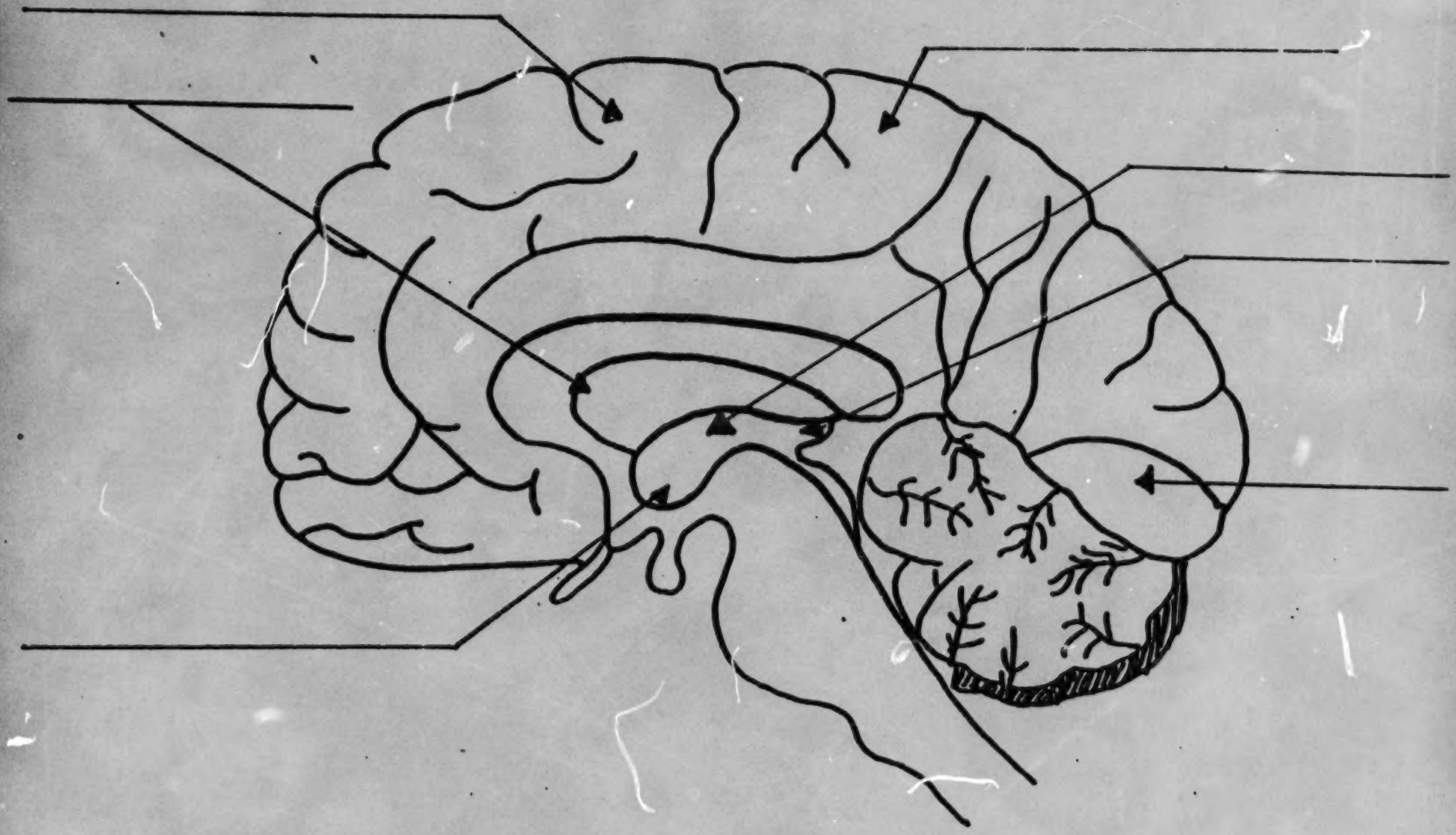
Worksheet: THE BRAIN



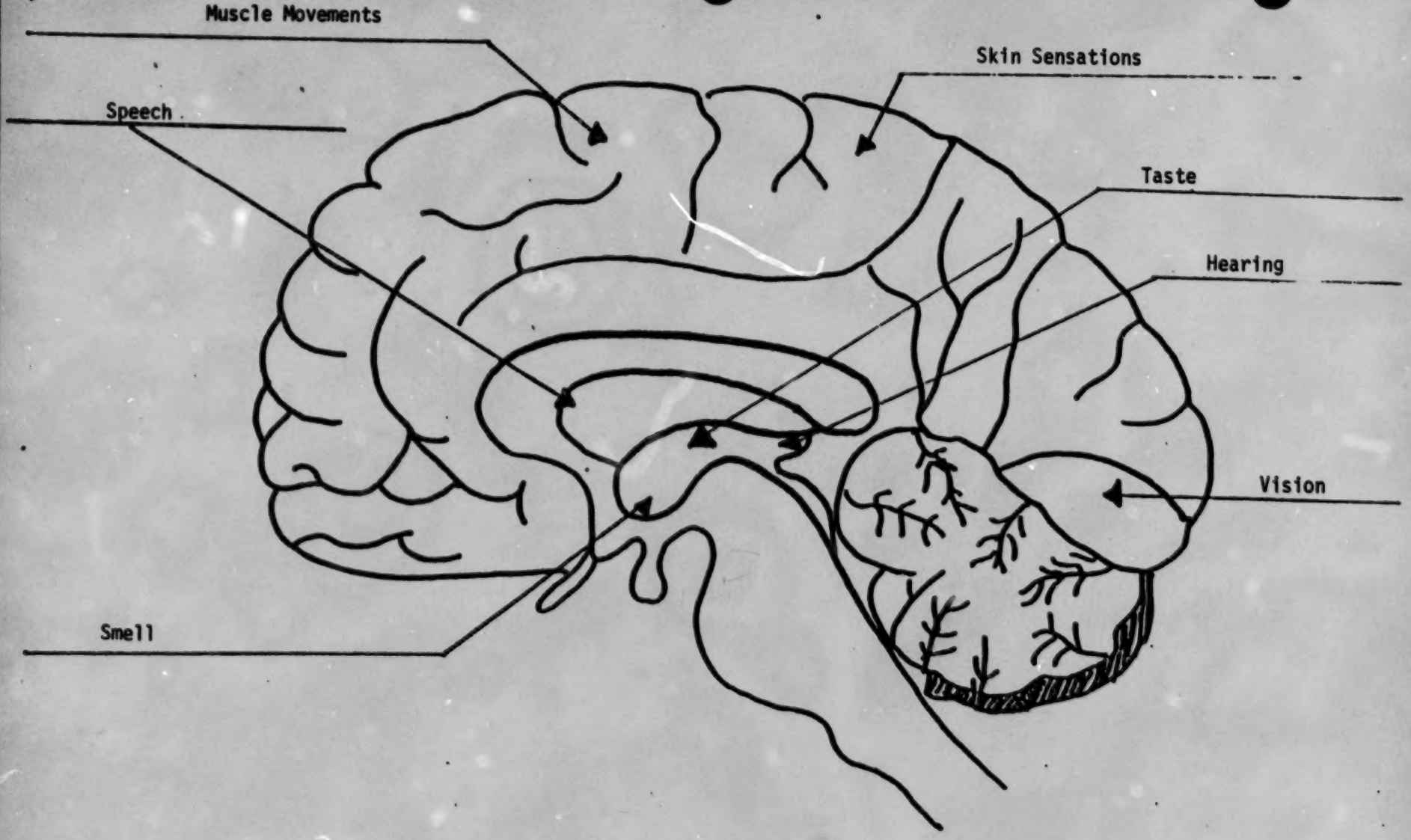
Worksheet: THE BRAIN (answer sheet)



Worksheet: ORGANIZATION OF NERVOUS SYSTEM



Worksheet: ORGANIZATION OF THE NERVOUS SY[illegible] (Answer Sheet)



YOU CAN TOUCH IT

TOUCH NERVE EXPERIMENT NO. 1

You will need: one hairpin and one friend. You can try this on yourself, but it is more fun with a friend.

Try this: Touch the skin on the fingertip with the hairpin. Keep bringing the points closer and closer and keep asking whether you are touching with one or two points. What happens?

You will find that when the points are this far apart • •, your friend will probably say that you are touching with one point.

This shows that both points are touching the same nerve cell.

Now try this: Keep on touching the fingertip, but now start spreading the points apart -- a tiny bit at a time. As soon as your friend says "two," you will know that you are touching two separate nerve cells.

This shows that the nerve cells in your fingertips are that close together. You have hundreds of nerve cells in each finger.

You need many nerve cells close together in your fingertips because you use your fingers for touching and finding out about things. But do other parts of your body need as many nerve cells? Let's find out.

TOUCH NERVE EXPERIMENT NO. 2

You will need: The same hairpin and the same friend.

Try this: Tell your friend to close his/her eyes. Touch the inside of the arm with both points of the hairpin just as you did in the previous experiment. Again, ask to be told whether the touch is at one or two points. Find out how close you must hold the points to make your friend say "one." What happens?

You will find that you can hold the points much farther apart than when you touched the fingertip.

This shows that the nerve cells in the arm are farther apart than the nerve cells in the fingertip. We don't need them as close together because we don't usually touch things with this part of the arm.

Now try this: Do the same thing in other places -- the side of the foot, the lips, the back of the neck, the toes. What happens?

You will find that the places most often used for touching things have nerve cells close together. Other places have nerve cells farther apart.

Here's a way to find out something else about your nerve cells.

TOUCH NERVE EXPERIMENT NO. 3

You will need: Yourself and a sharpened pencil. The point should not be too sharp.

Try this: On the back of your hand, mark off a little square about as big as a postage stamp. Pretend that you are going to fill in this square with dots about as far apart as these dots . . . Touch the point of the pencil to each imaginary dot and pay careful attention to what you feel. What happens?

You will find that you do not feel the same thing at each place on your skin. In most places you will feel just the touch of your pencil, but in some places it will feel cold, in other places it will hurt and feel as if the point were much sharper than it really is, and in still other places it will feel hot.

This shows that different nerve cells send different kinds of messages.

TEACHER REFERENCE: FACTS ABOUT NEURONS

1. A nerve fiber can range in size from a fraction of an inch to as long as three feet.
2. An impulse travels at one hundred yards a second or 200 miles per hour.
3. There is as much as 25,000 nerve fibers in a bundle one inch apart.
4. The neurons rest for 1/1000 of a second between impulses.
5. A synapse is the gap between neurons.
6. The synapse works like a spark when the impulse leaves the axon and jumps to the dendrites.
7. If neurons are outside the brain and spinal cord, some of them can be repaired. The neurons that are in the brain and spinal cord cannot be repaired.
8. The neurons that can repair themselves can only repair themselves if the damage does not go past the cell body.
9. There are 12 billion nerve cells in the brain.
10. There are at least four different types of nerve cells.
11. The gray matter around the brain is 1/8 of an inch thick.
12. Each eye has 100 million light receptors.

#I-4 CURRICULUM OBJECTIVE: The student names and locates the major parts of the digestive system and describes its function.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 327-337.
2. Read pp. 34-40.

3. Complete worksheet by filling in the blanks.
4. Complete crossword puzzle.
5. Complete word search and define the words.
6. Obtain a stomach and/or intestines for study.

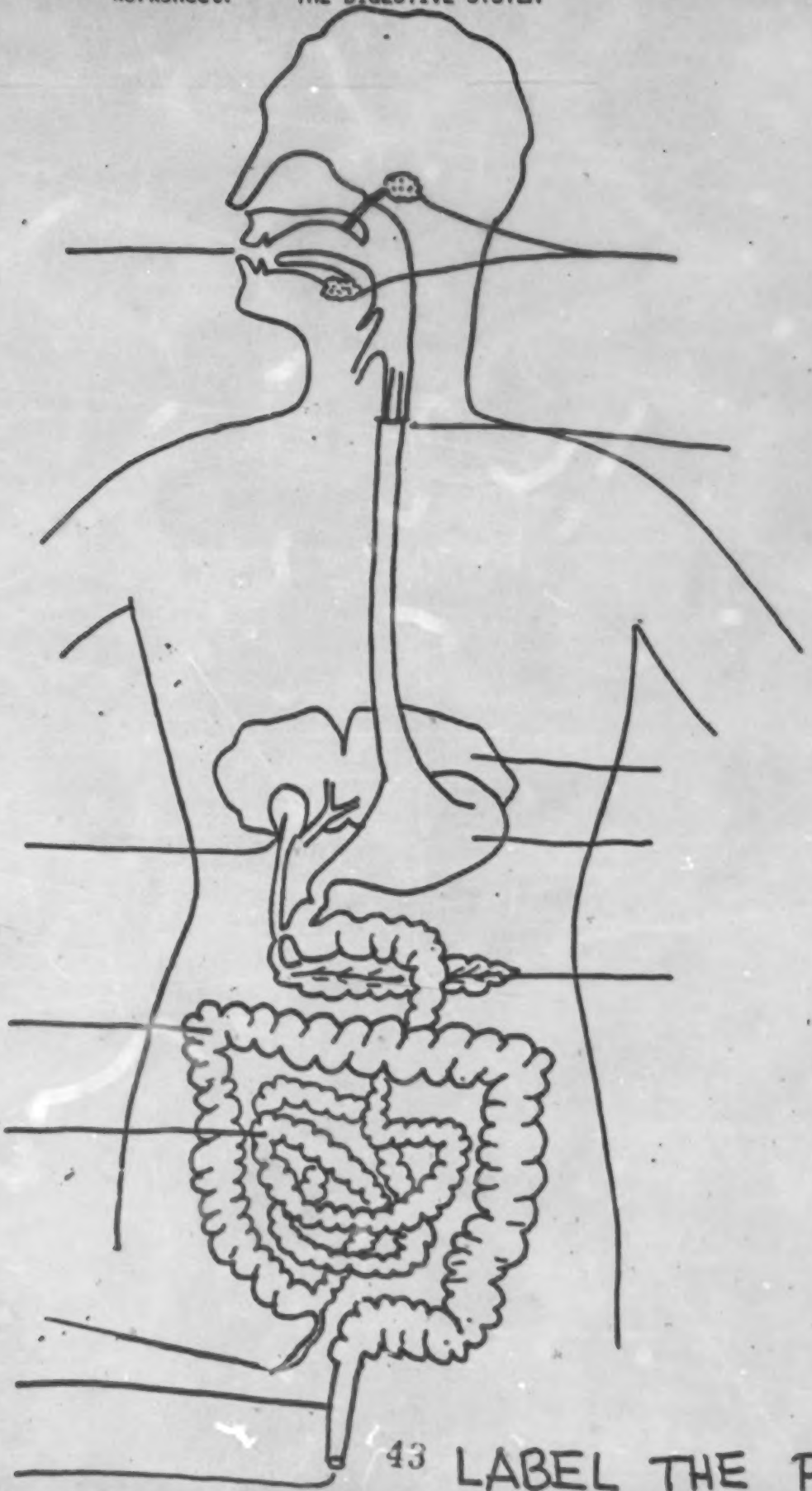
LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Supplementary text: THE WONDERFUL HUMAN MACHINE
3. Worksheet: THE DIGESTIVE SYSTEM
4. Puzzle: DIGESTIVE SYSTEM
5. Word search: DIGESTIVE SYSTEM
6. Meat packing company, butcher

Related films available from ESD 121:

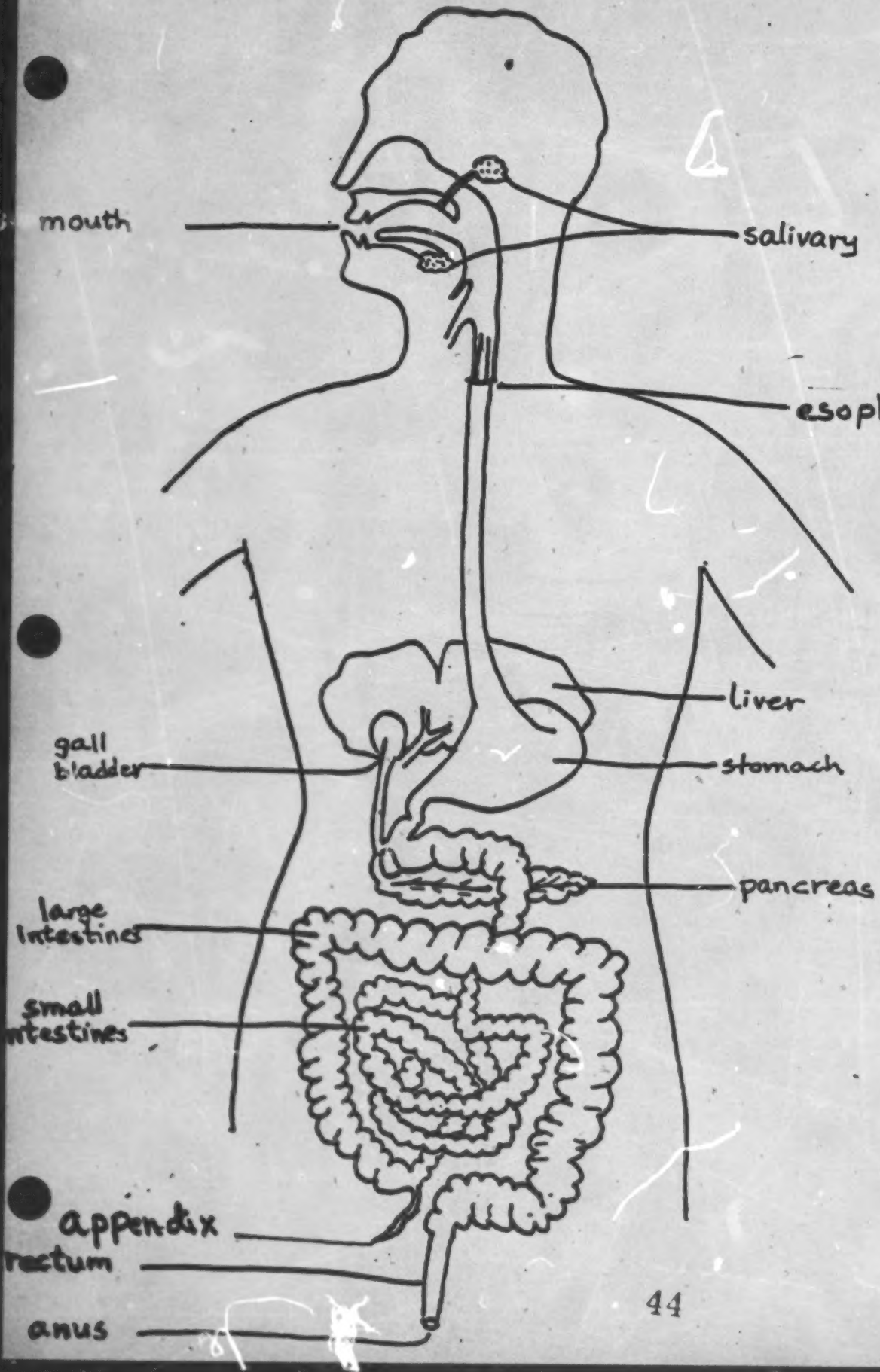
HOW A HUMBURGER TURNS INTO YOU
HUMAN BODY: DIGESTIVE SYSTEM (2nd ed.)
I AM JOE'S STOMACH

Worksheet: THE DIGESTIVE SYSTEM

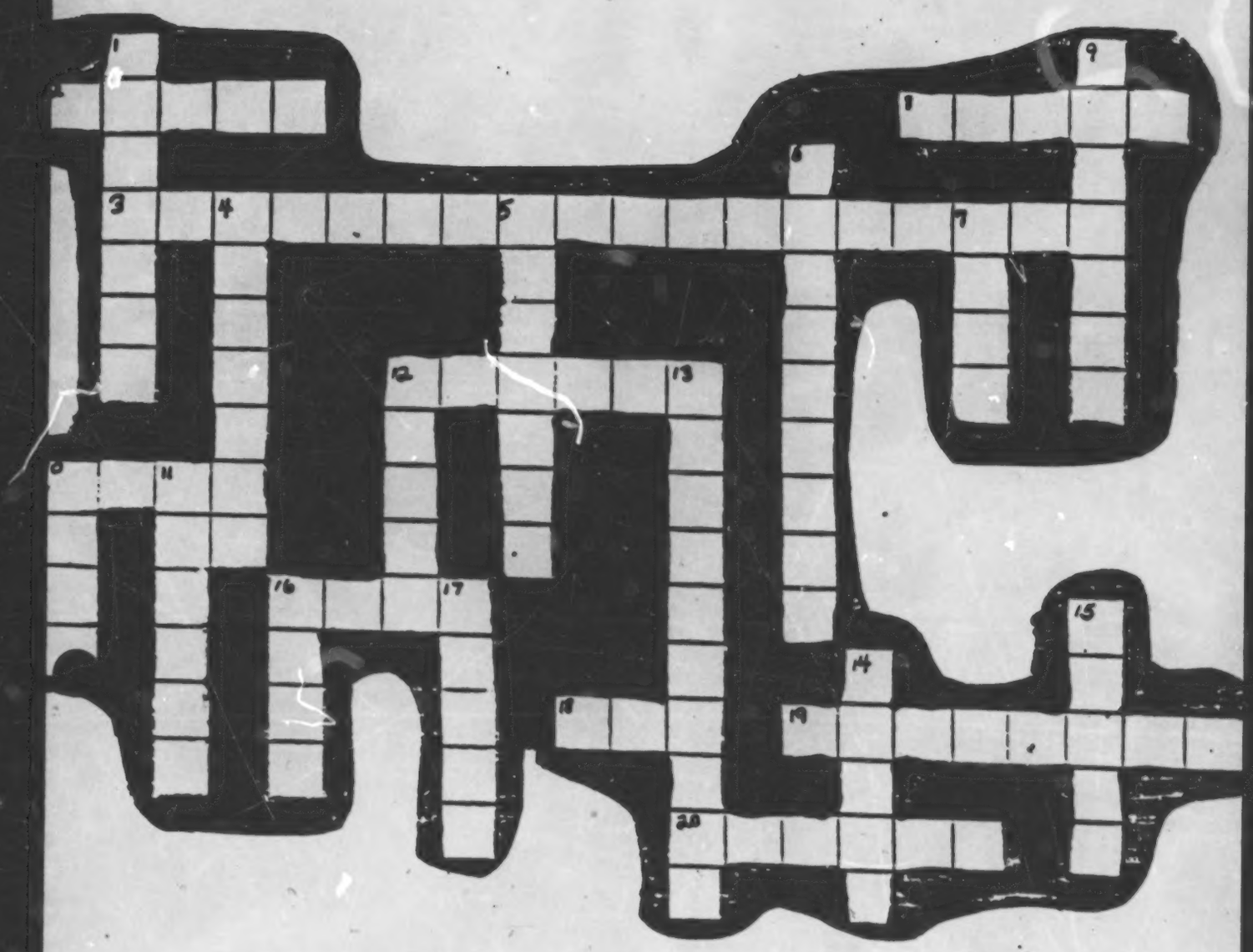


 LABEL THE PARTS

Worksheet: THE DIGESTIVE SYSTEM (Answer Sheet)



CROSSWORD PUZZLE: DIGESTIVE SYSTEM

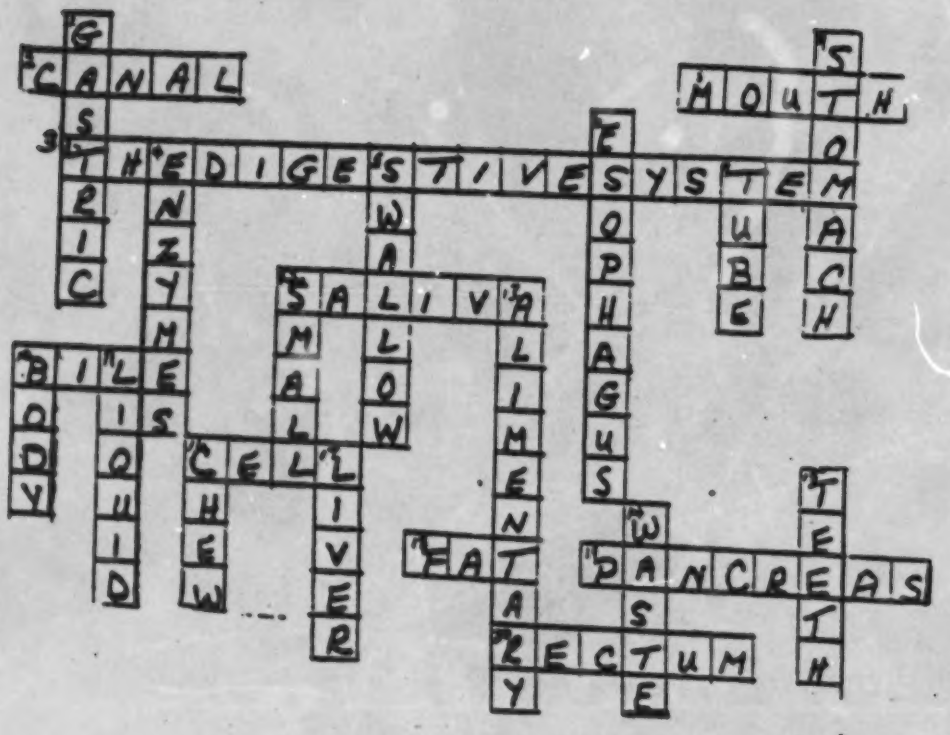


1. The juice that is added in the stomach is called _____ juice.
2. Another name for the food tube is the alimentary _____.
3. The digestion of food for our cells to use is called _____ _____ _____.
4. Chemicals in digestive juices are called _____.
5. Saliva softens the food in the mouth so that we can _____ it.
6. Food goes from the mouth to the stomach by a tube called the _____.
7. Food is digested in organs that form a continuous _____ from the mouth to the rectum.

Puzzle: DIGESTIVE SYSTEM (Cont.)

8. The digestive tract starts with the _____.
9. The walls of this organ produce gastric juice.
10. Down - The main part of a human being.
10. Across - Fluid secreted by the liver which aids in the digestion of fats.
11. Fluid
12. Down - Little
12. Across - Liquid which moistens and softens food.
13. The whole digestive tract is called the _____ canal.
14. Loss through breaking down of bodily tissue.
15. Mastication is done by the _____.
16. The smallest unit capable of carrying on life functions.
17. One of the most important organs in the body. It destroys worn-out blood cells.
18. Nutrients in food that provide energy and help the body absorb vitamins.
19. The organ which produces a hormone called insulin.
20. The terminal part of the intestines.

Puzzle: DIGESTIVE SYSTEM (Answers)



#I-5 CURRICULUM OBJECTIVE: The student names and locates the major parts of the endocrine system and describes its function.

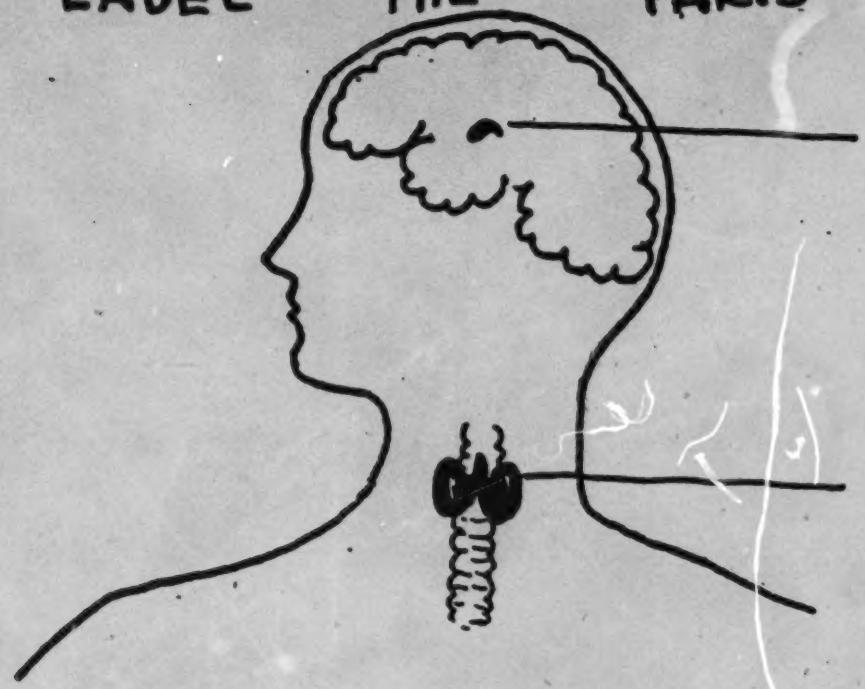
SAMPLE LEARNING ACTIVITIES

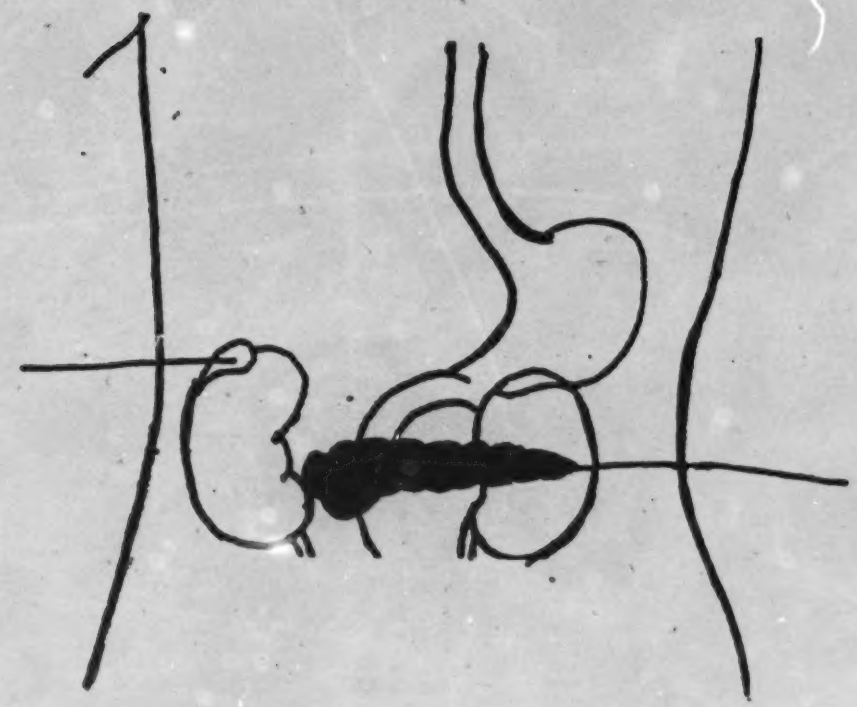
1. Read pp. 211-218.
2. Complete worksheet.
3. Complete the crossword puzzle.
4. Complete word search and define the words.

LEARNING RESOURCES

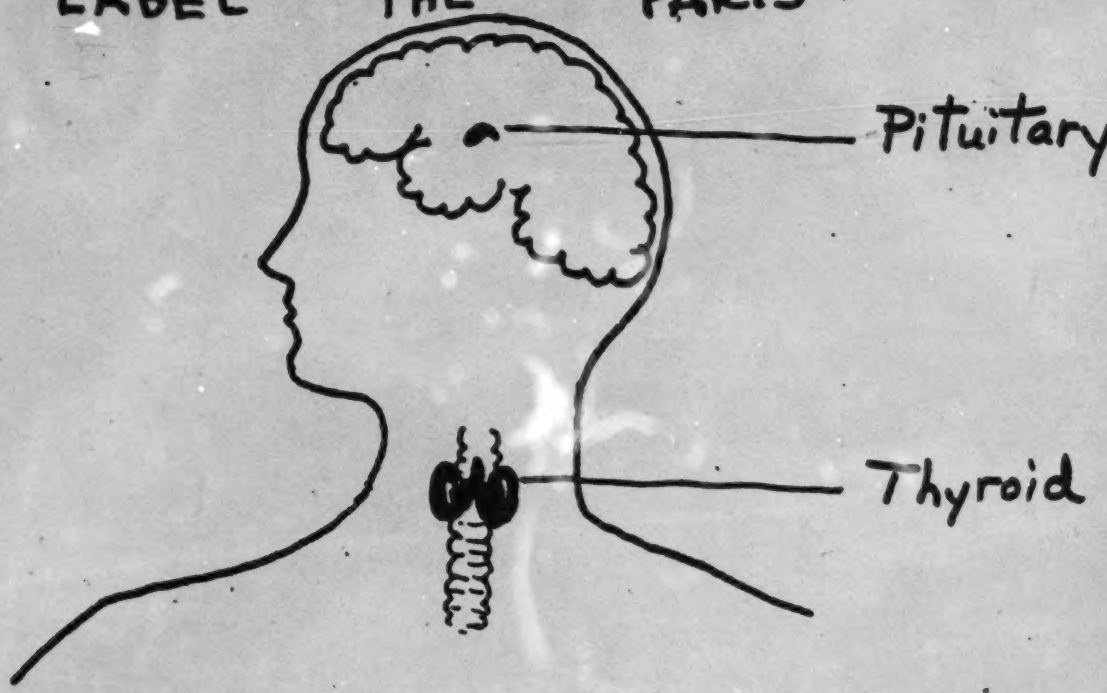
1. Text: HEALTH AND SAFETY FOR YOU
2. Worksheet: ENDOCRINE SYSTEM
3. Puzzle: ENDOCRINE SYSTEM
4. Word search: ENDOCRINE SYSTEM

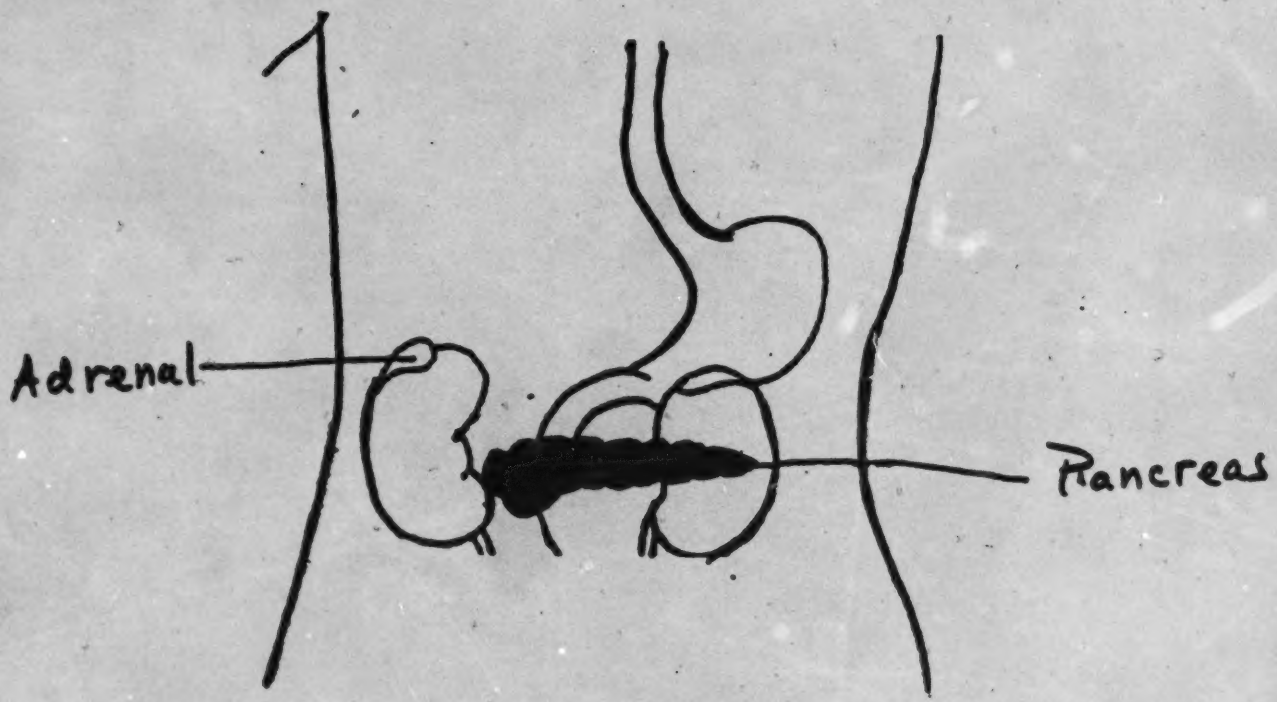
LABEL THE PARTS



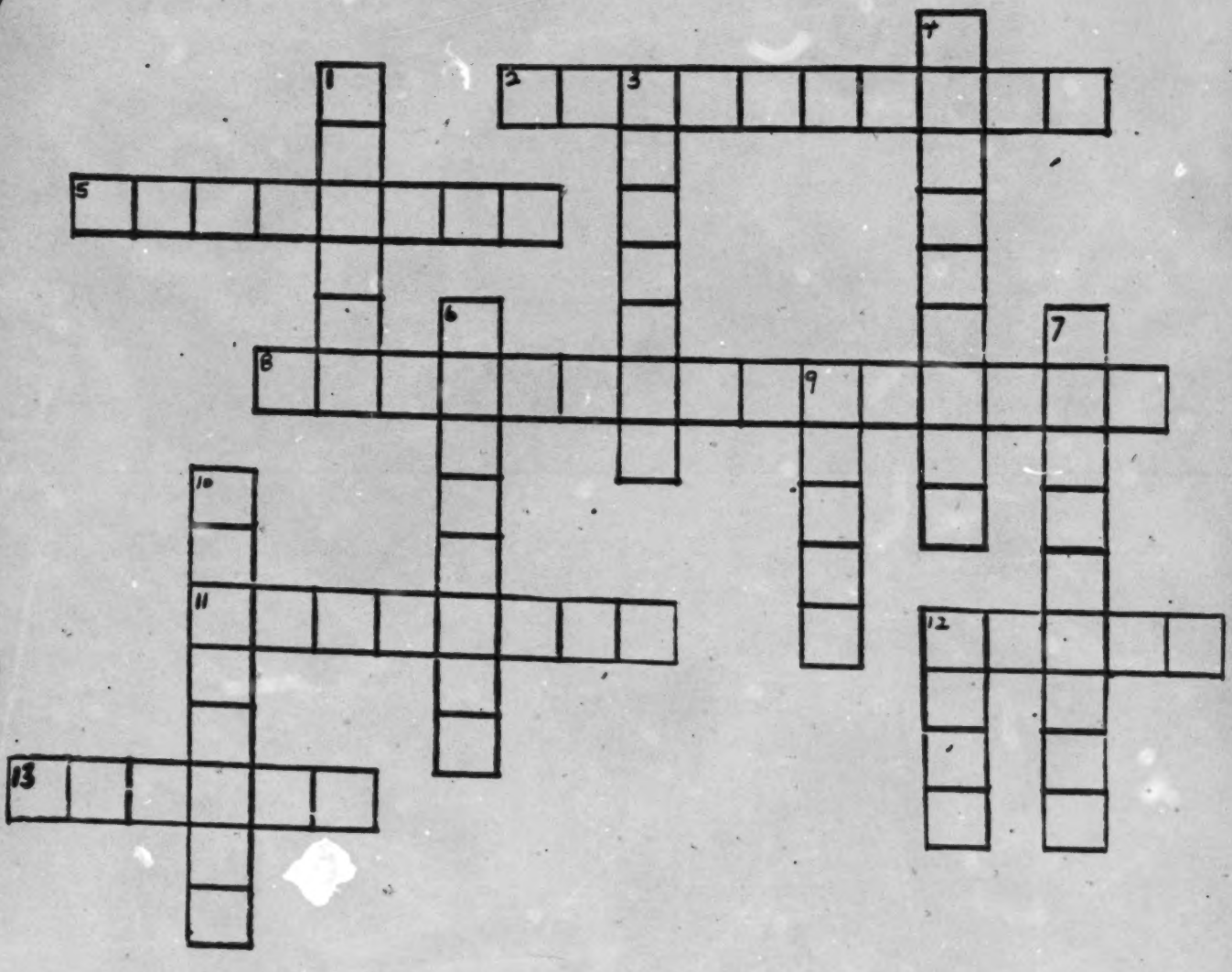


LABEL THE PARTS





CROSSWORD PUZZLE: THE ENDOCRINE SYSTEM



1. The hormone that controls the balance of salt and water in the body is called _____.
2. The process of burning food and using energy is called the _____.
3. The gland which is on the trachea is the _____.
4. The master gland is called the _____ gland.
5. The gland that produces insulin is called the _____.
6. The ductless glands give off secretions called _____.
7. In times of emergency our bodies produce the hormone called _____.
8. The _____ _____ regulate and control body activity.

CROSSWORD PUZZLE: THE ENDOCRINE SYSTEM (Cont.)

9. Too much pituitary gland hormone makes a person become a _____.

10. Too little insulin in the body makes a person have the sickness called _____.

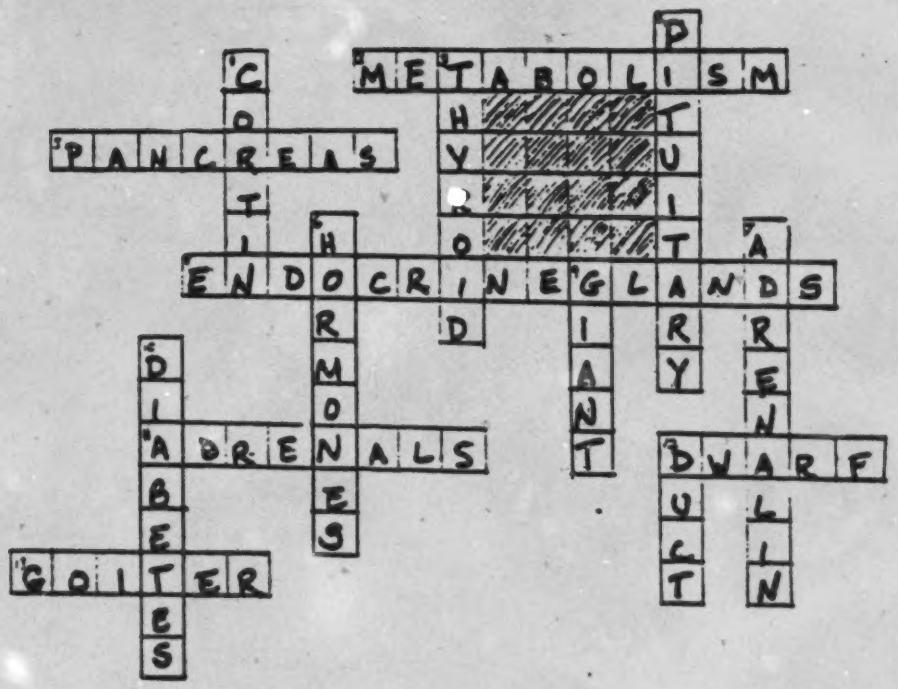
11. The glands that are above the kidneys are called the _____.

12. (across) Too little pituitary gland hormone makes a person become a _____.

12. (down) Glands that have no openings are called _____less glands.

13. Too much thyroid gland hormone (thyroxin) makes a person have the sickness called _____.

CROSSWORD PUZZLE: THE ENDOCRINE SYSTEM (Answer sheet)



#I-6 CURRICULUM OBJECTIVE: The student names and locates the major parts of the respiratory system and describes its function.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 189-197.
2. Read pp. 25-28.

3. Complete worksheet.
4. Complete crossword puzzle.
5. Play game.
6. Obtain a lung for examination in class.

NOTE TO TEACHER: Contact Washington Lung Association for speaker and pamphlets.

LEARNING RESOURCES

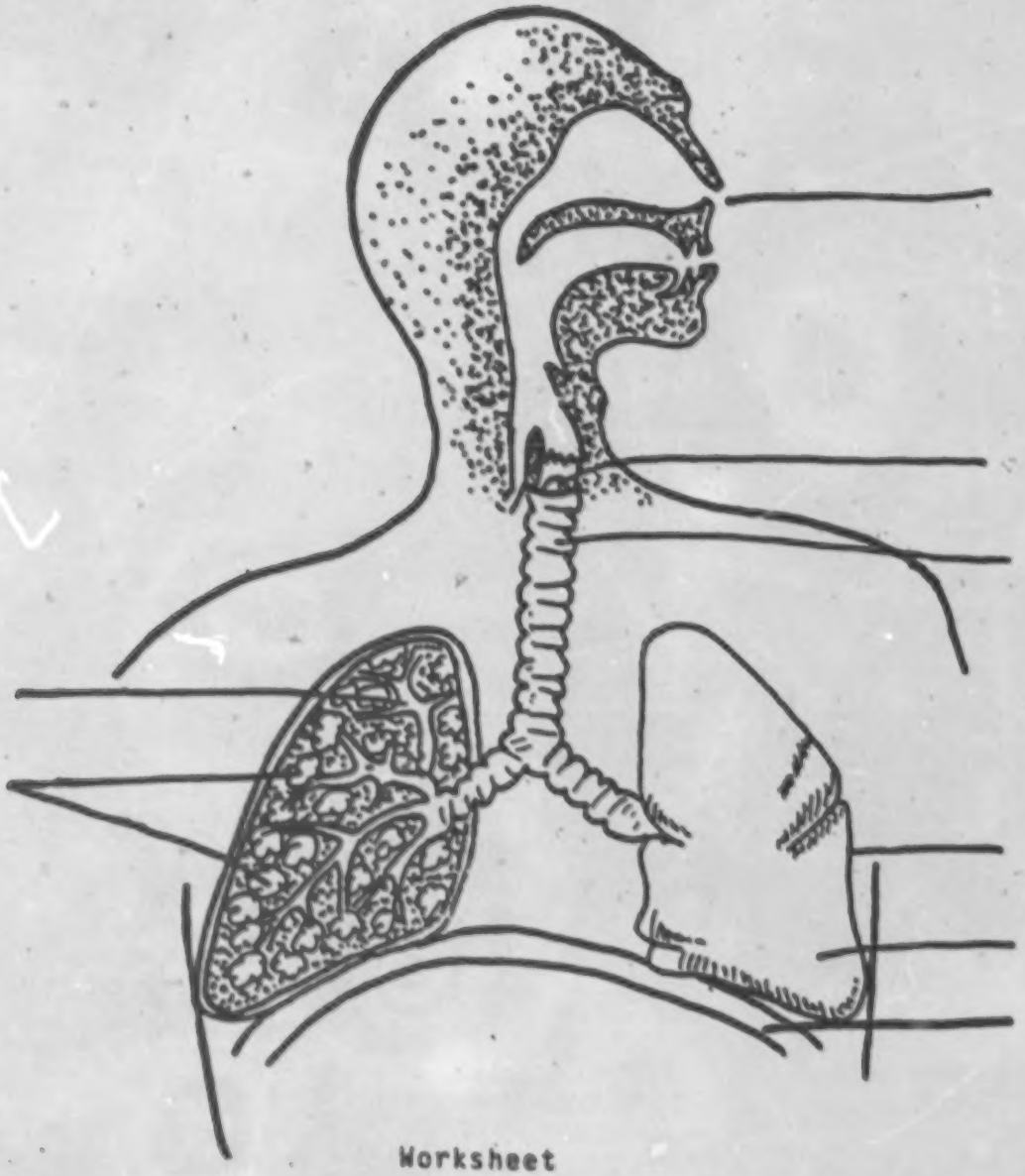
1. Text: HEALTH AND SAFETY FOR YOU
2. Supplementary text: THE WONDERFUL HUMAN MACHINE
3. Worksheet: THE RESPIRATORY SYSTEM
4. Puzzle: RESPIRATORY SYSTEM
5. Game: RESPIRATORY SYSTEM
6. Meat packing company

Washington Lung Association, phone: 322-7110

Related films available from ESD 121:

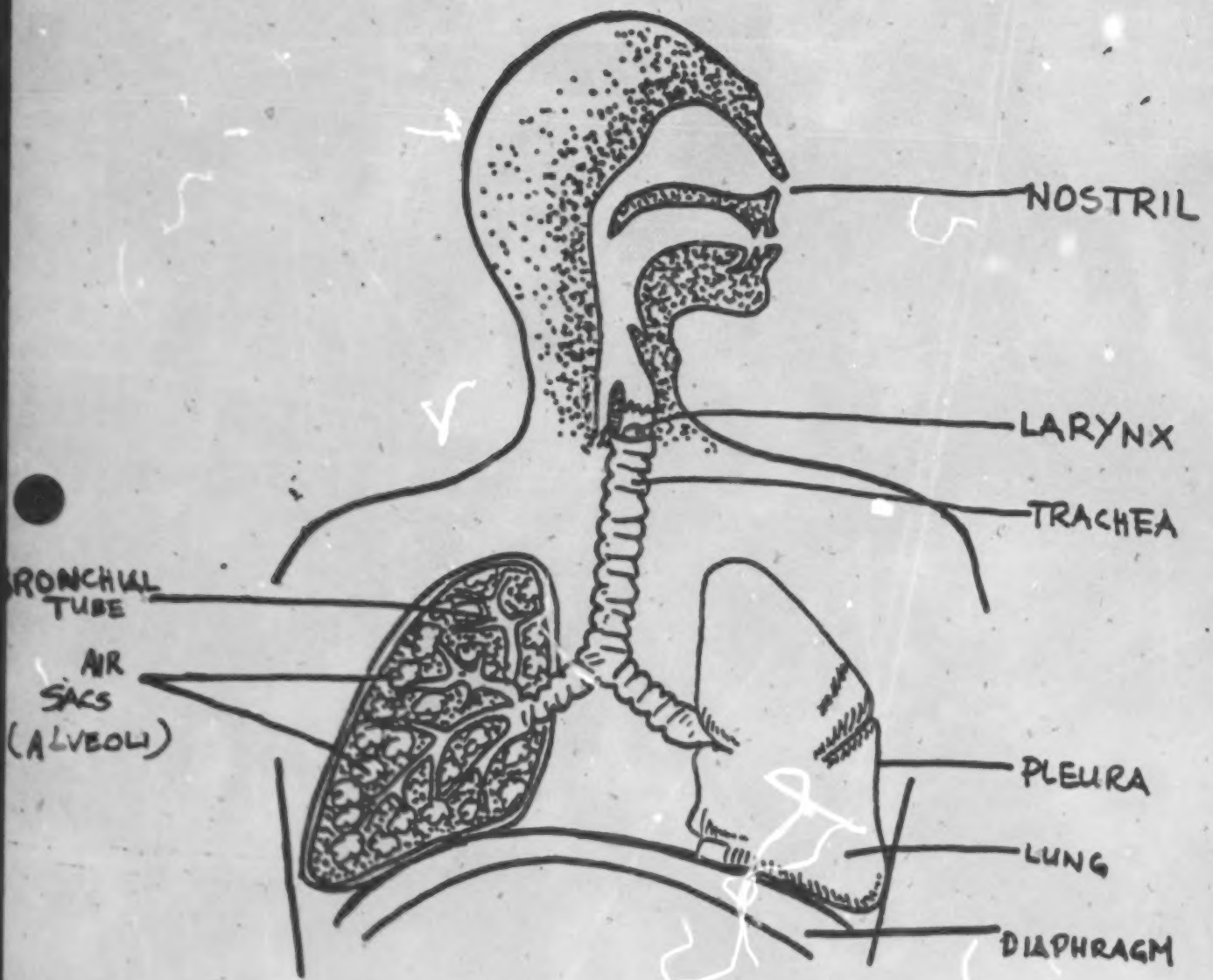
HUMAN BODY: RESPIRATORY SYSTEM (2nd ed.)
I AM JOE'S LUNG

LABEL THE PARTS



Worksheet

THE RESPIRATORY SYSTEM



WORKSHEET

THE RESPIRATORY SYSTEM

(Answer sheet)

#I-7 CURRICULUM OBJECTIVE: The student describes the structure and functions of the urinary/excretory system.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 332-333.
2. Complete crossword puzzle.
3. Complete word scramble.

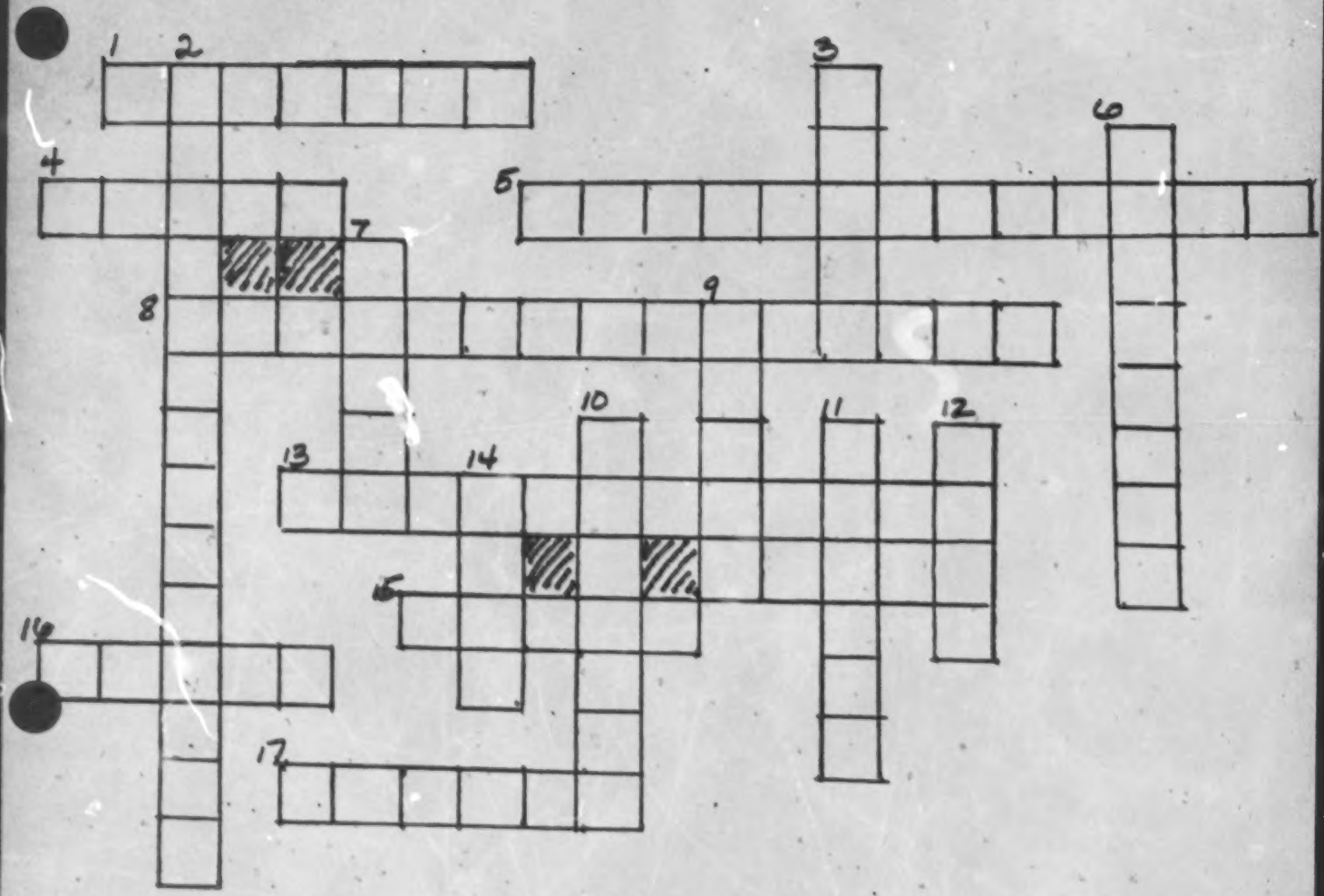
LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Puzzle: THE URINARY/EXCRETORY SYSTEM
3. UNSCRAMBLE THE LETTERS: THE URINARY/EXCRETORY SYSTEM

Related film available from ESD 121:

HUMAN BODY: EXCRETORY SYSTEM

CROSSWORD PUZZLE: THE URINARY/EXCRETORY SYSTEM



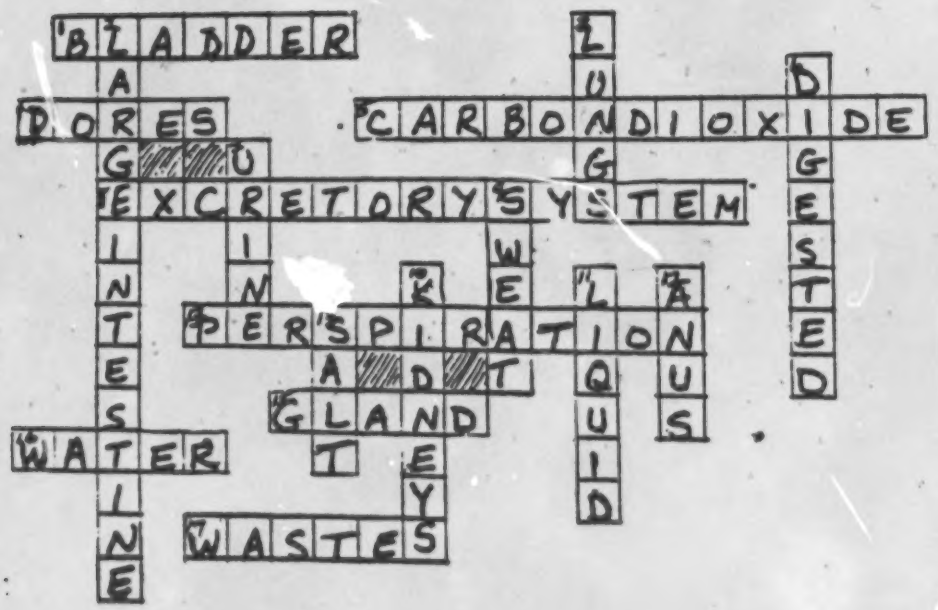
1. Urine goes from the kidneys to the _____.
2. The _____ _____ helps the body to get rid of undigested food.
3. The _____ get rid of carbon dioxide and water wastes.
4. Perspiration leaves the body by the _____ in the skin.
5. The lungs get rid of _____ _____ and water waste.
6. Foods that are not _____ are called wastes.
7. Liquid waste that leaves the body through the bladder is called _____.
8. The job of the _____ _____ is to get rid of body wastes.
9. The _____ glands in the skin give off perspiration.
10. The _____ take nitrogen wastes, water and salt out of the blood.

CROSSWORD PUZZLE: THE URINARY/EXCRETORY SYSTEM (cont.)

11. The _____ waste that leaves the body from the bladder is called urine.
12. Undigested food in the large intestine leaves the body by the _____.
13. _____ is a waste product that contains water and salt. It leaves the body through pores in the skin.
14. Perspiration has water and _____ in it.
15. A sweat _____ gives off perspiration.
16. The lungs get rid of carbon dioxide and _____.
17. It is the job of the excretory system to get rid of body _____.

Crossword Puzzle: THE URINARY/EXCRETORY SYSTEM

(Answer Sheet)



#I-8 CURRICULUM OBJECTIVE: The student reviews systems of the human body by:
- Naming them.
- Describing in general their function
- Identifying the major organs of each system.

SAMPLE LEARNING ACTIVITIES

Choose from the following:

1. Complete WHAT AM I? clue game.
2. Complete matching.
3. Each student prepares and presents a 1 minute talk about one fascinating fact concerning a body system.
4. Each student prepares and presents a 1-2 minute speech concerning a disease related to a particular body system. Contact the King County Medical Society for updated listings and current numbers of tapes for the Tel-Med Library. These are tapes which are played when the Tel-Med number is dialed.

5. Human body drawings and reports
   a. Divide class into nine groups.
   b. Give each group a six-foot sheet of butcher paper and assign one of the nine systems to each group to study.
      - One person in the group lies down and an outline of the body is drawn.
      - The groups draw in the system for which they are responsible.
   c. Each group selects from reading materials available, three interesting ideas about the system studied which they wish to share with the class.
   c. Each group selects three things to tell the rest of the class about one organ of the system.
6. Complete worksheet.

LEARNING RESOURCES

1. Game: WHAT AM I?
2. HUMAN BODY SYSTEMS MATCHING
3. Text: HEALTH AND SAFETY FOR YOU
   Library resources
4. Text: HEALTH AND SAFETY FOR YOU
   Library resources
   Tel-Med Library, phone 285-4000
   King County Medical Society
   215 West Harrison
   Seattle, WA 98119
5. Butcher paper: 9 six-foot lengths
   Pens
   Booklet: THE WONDERFUL HUMAN MACHINE
   Booklet: YOUR BODY AND HOW IT WORKS
   Transparencies: HUMAN BODY
6. Worksheet: REVIEW SYSTEMS

Related films available from ESD 121:

HUMAN MACHINE (rev. ed.)
ABOUT YOUR BODY
HUMAN BODY: SYSTEMS WORKING TOGETHER (2nd ed.)

Game: WHAT AM I?

Directions: To the teacher: Read to the students one clue in each item at a time. Have the students guess after each clue. When finished give a copy to each student. Have different students read each item aloud and the class will answer. Optional: Have students write their own clues and present to the class for their classmates to guess.

1. We are twins. We are filled with tiny air sacs. We are a main organ in the respiratory system. What are we?_____

2. I have four chambers. I pump blood to all parts of the body. What am I? _____.

3. I have many shapes. I am a main organ in the digestive system. It takes four to six hours for food to leave me. What am I?_____

4. I am important in the digestive system. Digestion is completed in me. I am 20 feet long and one inch wide. What am I?_____

5. I store bile. The liver is my next door neighbor. What am I? _____

6. We look like beans. We take out waste products and water from the blood. What are we?_____

7. I am a cage. I protect the heart and lungs. What am I?_____

8. We move bones. We give you shape. What are we?_____

9. We crush and grind food. We are in the mouth. What are we?_____

10. We are the soldiers of your body. We fight germs. What are we?_____

11. I control the nervous system and muscle system. What am I?_____

12. I cover and protect the body. I can make a person black, brown, white, red, or yellow. What am I? _____

13. I am attached to the skull at one end and to the hipbones at the other end. I let a person bend and twist. What am I?_____

14. I am the framework of the body. I support the body. I protect many body organs. What am I? _____

15. I am in the ear. I am a membrane. I vibrate when sound hits me. What am I? _____

16. I am a tough, strong cord. I fasten muscles to bones. What am I? _____

17. We are in the heart. We keep the blood from flowing backwards. What are we?_____

18. I come from the endocrine glands. I am a chemical. I am responsible for controlling and regulating many body growths and feelings. What am I?
_____

19. I am the master endocrine gland. I control the height of a person. What am I?_____

20. I am reddish brown. I help digestion. I make bile, store sugar and help the body use food. What am I?_____

21. I produce insulin. I also secrete juices to digest food. What am I?
_____

22. We carry blood away from the heart. What are we?_____

23. All food comes down me. I am between the mouth and the stomach. What am I?
_____

24. We carry oxygen to the different parts of the body. We are smaller than the white blood cells. We also collect carbon dioxide from body cells. We contain hemoglobin. What are we?_____

HUMAN BODY SYSTEMS -- MATCHING

Directions: Match each word with the system it belongs to.

1. _____ vertebrae
2. _____ arteries
3. _____ ventricle
4. _____ saliva
5. _____ femur
6. _____ nerve cells
7. _____ corpuscles
8. _____ synapes
9. _____ thyroid
10. _____ bile
11. _____ scapula
12. _____ lungs
13. _____ patella
14. _____ pituitary
15. _____ esophagus
16. _____ pancreas
17. _____ bladder
18. _____ veins
19. _____ spinal cord
20. _____ skull
21. _____ kidneys
22. _____ enzymes
23. _____ atrium
24. _____ ribs
25. _____ heart
26. _____ brain
27. _____ stomach
28. _____ cerebrum
29. _____ pelvis
30. _____ hemoglobin
31. _____ larynx
32. _____ liver
33. _____ trachea
34. _____ alimentary canal
35. _____ capillaries
36. _____ teeth
37. _____ rectum
38. _____ insulin
39. _____ gastric juice
40. _____ cortin
41. _____ clavicle
42. _____ small intestine
43. _____ neurons
44. _____ aorta
45. _____ large intestine
46. _____ medulla
47. _____ air sacs
48. _____ plasma
49. _____ sternum
50. _____ gall bladder

a. respiratory system
b. circulatory system
c. digestive system
d. nervous system
e. skeletal system
f. endocrine system
g. urinary or excretory system

Answer Key

HUMAN BODY SYSTEMS -- MATCHING

Directions: Match each word with the system it belongs to.

1. e vertebrae
2. b arteries
3. b ventricle
4. c saliva
5. e femur
6. d nerve cells
7. b corpuscles
8. d synapes
9. f thyroid
10. c bile
11. e scapula
12. a lungs
13. e patella
14. f pituitary
15. c esophagus
16. c pancreas
17. g bladder
18. b veins
19. d spinal cord
20. e skull
21. c kidneys
22. c enzymes
23. b atrium
24. e ribs
25. b heart
26. d brain
27. c stomach
28. d cerebrum
29. e pelvis
30. b hemoglobin
31. a larynx
32. c liver
33. a trachea
34. c alimentary canal
35. b capillaries
36. c teeth
37. g rectum
38. c insulin
39. c gastric juice
40. c cortin
41. e clavicle
42. c small intestine
43. d neurons
44. b aorta
45. c large intestine
46. e medulla
47. d air sacs
48. a plasma
49. b sternum
50. e gall bladder

a. respiratory system
b. circulatory system
c. digestive system
d. nervous system
e. skeletal system
f. endocrine system
g. urinary or excretory system

REVIEW SYSTEMS

SYSTEM	ONE FUNCTION OF THE SYSTEM	ONE MAJOR ORGAN
Circulatory		
Digestive		
Endocrine		
Reproductive		
Respiratory		
Nervous		
Muscular		
Skeletal		
Urinary or Execretory		

UNIT II

ALCOHOL, DRUG AND TOBACCO

NOTE: Some activities in this unit are from the ESD 121 Alcohol and Drug Curriculum. Teachers are encouraged to use the ESD Drug and Alcohol Education Kits to teach this unit.

#II-9 CURRICULUM OBJECTIVE: The student describes the symptoms, effects and treatments of illnesses related to smoking and discusses the consequences of these illnesses for the individual, family and society.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 234-237.
2. View film.
3. Research and write a short paper concerning selected illnesses related to smoking.
4. Students debate whether to have a student smoking area.
5. Research the effects cigarette smoking can have on an unborn baby.

NOTE TO TEACHER: Call American Cancer Society, phone 283-1152, or Washington Lung Association, phone 322-7110, for guest speaker.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Film: SMOKING & KIDS
   from ESD #121
3. Library, Text: HEALTH AND SAFETY FOR YOU
   Call Washington Lung Association for a variety of free pamphlets, phone: 322-7110
   Call American Cancer Society for a variety of free pamphlets, phone: 283-1152
5. Library, Text: HEALTH AND SAFETY FOR YOU
   Call National Foundation March of Dimes for free material, phone: 624-1373

Related films available from ESD 121:

SMOKE ANYONE
SMOKING AND HEALTH: A REPORT TO YOUTH
SMOKING: A NEW FOCUS
FEMININE MISTAKE

#II-10 CURRICULUM OBJECTIVE: The student differentiates between over-the-counter drugs and prescription drugs.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 253-262
2. Students gather copies of (or the labels from) 5 different over-the-counter drugs. They explain what information they learned about the drugs from the labels. Then students gather or copy labels from 3 prescription drugs and explain what they learned about these drugs. Compare the two groups.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Note to teacher: Teacher should have a few samples of each type.

Related film available from ESD 121:

OVER-THE-COUNTER PILLS AND PROMISES

#II-11 CURRICULUM OBJECTIVE: The student investigates factors which influence the effects of drugs on a person.

SAMPLE LEARNING ACTIVITIES

1. Students brainstorm as a class factors which influence the effect of drugs on a person. Write these on board.
2. Discuss the implication of the following list.

LEARNING RESOURCES

Teacher Reference:

Individual Factors	Drug Factors	Environmental Factors
Personal Chemistry	Which drug is used	
Mood you are in	Dose (how much is used)	Setting
Your attitudes	Method of administration	(Situation you
Tolerance	Drug idiosyncracy	are in)
	Drug-drug interactions	

#II-12 CURRICULUM OBJECTIVE: The learner distinguishes between facts and myths about drugs.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 256-262.
2. Complete quiz.
3. Make a poster which depicts a myth or fact about a drug.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Quiz: MYTH OR FACT
3. Text: HEALTH AND SAFETY FOR YOU

MYTH OR FACT?

Name _____ Period _____ Date _____

Directions: Read the statements below about drugs. If the statement is true (FACT), use a + in the blank. If the statement is false or partially false (MYTH), use a - in the blank.

_____ 1. Prescription drugs are safe.

_____ 2. It is dangerous to combine drugs.

_____ 3. Tobacco is a drug.

_____ 4. Once an addict, always an addict. (Note: An addict is someone hooked on drugs.)

_____ 5. Marijuana use leads to use of heroin and other "hard" drugs.

_____ 6. You're not an addict unless you are shooting drugs.

_____ 7. Drugs may have an effect on pregnancy.

_____ 8. The number one drug of abuse in the U.S. is heroin.

_____ 9. Drugs solve problems.

_____10. People who abuse drugs only hurt themselves.

_____11. Most alcoholics are skid row bums.

_____12. You can't become an alcoholic by drinking only beer.

_____13. Alcoholism is a disease.

_____14. Black coffee and a cold shower will sober up a person.

_____15. Eating foods cooked with alcohol can cause intoxication.

_____16. Everyone reacts the same if they take equal amounts of any drug.

_____17. Alcohol slows down the work of the brain.

_____18. Stopping cigarette smoking after a long time is beneficial to one's health.

_____19. Tobacco smoke can harm non-smokers as well as smokers.

_____20. If a friend takes a drug and says it's okay, then it must be safe for me.

MYTH OR FACT? (Answer Sheet)

Name _____ Period _____ Date _____

Directions: Read the statements below about drugs. If the statement is true (FACT), use a + in the blank. If the statement is false or partially false (MYTH), use a - in the blank.

__−__ 1. Prescription drugs are safe.

__+__ 2. It is dangerous to combine drugs.

__+__ 3. Tobacco is a drug.

__−__ 4. Once an addict, always an addict. (Note: An addict is someone hooked on drugs.)

__−__ 5. Marijuana use leads to use of heroin and other "hard" drugs.

__−__ 6. You're not an addict unless you are shooting drugs.

__+__ 7. Drugs may have an effect on pregnancy.

__−__ 8. The number one drug of abuse in the U.S. is heroin.

__−__ 9. Drugs solve problems.

__−__ 10. People who abuse drugs only hurt themselves.

__−__ 11. Most alcoholics are skid row bums.

__−__ 12. You can't become an alcoholic by drinking only beer.

__+__ 13. Alcoholism is a disease.

__−__ 14. Black coffee and a cold shower will sober up a person.

__−__ 15. Eating foods cooked with alcohol can cause intoxication.

__−__ 16. Everyone reacts the same if they take equal amounts of any drug.

__+__ 17. Alcohol slows down the work of the brain.

__+__ 18. Stopping cigarette smoking after a long time is beneficial to one's health.

__+__ 19. Tobacco smoke can harm non-smokers as well as smokers.

__−__ 20. If a friend takes a drug and says it's okay, then it must be safe for me.

#II-13 CURRICULUM OBJECTIVE: The student translates knowledge about how drugs affect people into predictions of behavior of users by:

- Listing some specific drugs in each of the drug groups & describing them.
- Explaining physical and behavioral effects of the drug groups.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 253-262
2. Complete chart.
3. View film.

a. Introduce the film by providing a review of how each system of the body works.

Skeletal - Provides structure to body and protects vital organs.
Circulatory - Is transportation system that provides body nourishment and body defenses against disease, plus handles waste product exchange with cells.
Nervous - Provides electrical stimulus to cause other systems and body parts to work.
Muscular - Provides body movement.
Digestive - Provides oxygen exchange with carbon dioxide, also regulates waste products to a degree.
Endocrine - Regulates the chemical balance of the body.
Urinary/Excretory - Handles waste product disposal as sweat, urine and feces.
Reproductive - Regulates production of offspring.

b. Following sharing of film, discuss:

- What is meant by drug synergism? (Combination of drugs that react upon one another and increase the overall effects.)
- What is the interrelationship of body systems and drugs? (Drug will invariably affect more than one system producing side effects.)
- What are typical side effects for each category?
- What are safety implications of the use of some drugs?

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Drug chart
3. Film: PSYCHOACTIVE (30 minutes), From ESD 121

PLEASE PREVIEW FOR SUITABILITY OF CLASSROOM

Related film available from ESD 121:

DRUGS AND THE NERVOUS SYSTEM

SAMPLE LEARNING ACTIVITIES (Cont.)

LEARNING RESOURCES (Cont.)

c. After viewing film the students write a brief summary of what they have learned.

4. Have students pick a drug taken within the past 6 months. Tell what drug group it is in. On a body systems worksheet, fill out for each system what effect the drug may have had on each system, if any, and what might be the good effects and bad effects of the drug. Be sure to read the label of the drug before doing the assignment. Read any literature you have on the drug, as well.

4. Worksheet: DRUGS & BODY SYSTEMS

Alternative activity to #4

Classification	Name a drug in this class	Effect on User
1. Depressants		
2. Stimulants		
3. Narcotics		
4. Hallucinogens		
5. Solvents		

DRUG CHART

Name _____

DRUG	CLASSIFICATION OR CATEGORY	HOW TAKEN?	MEDICAL USES (if any)	EFFECTS		SPECIAL DANGERS	SLANG NAMES
				PHYSICAL	MENTAL		

WORKSHEET: DRUGS AND BODY SYSTEMS

Neryous

SKELETAL

ENDOCRINE

CIRCULATORY

RESPIRATORY

DIGESTIVE

MUSCULAR

URINARY/EXCRETORY

REPRODUCTIVE

Conclusions:

#II-14 CURRICULUM OBJECTIVE: The student discriminates between responsible and irresponsible decisions related to drugs.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 253-262.
2. Extend your knowledge, question 5, p. 263.
3. In what ways do you feel peer group pressure is being applied to teenagers in your school? Explain. How should teenagers respond to peer pressure? What are the advantages and disadvantages of being a member of a group rather than remaining an individual? Why is it difficult to not go along with a group or crowd?
   a. Ask students: Did the results in each situation contribute to the positive self-image of anyone? Contribute to practice in making responsible decisions? Contribute to independent thinking? Contribute to making society a better place to live?
   b. Persue the topic further by reading a list of situations and ask students to raise their hands if they could be pressured to do the things suggested. Note: Remember, you are not pressured if you want to do it!
      1) Stay longer at a friend's house.
      2) Go some place your parents didn't want you to go.
      3) Vote for someone you didn't think would do a good job (student body officer).
      4) Pick on a seventh grader at school.
      5) Tell a secret your friend told you not to repeat to anyone.
      6) Throw food in the cafeteria.
      7) Skip a class at school.
      8) Tell a lie to protect someone else.
      9) Cheat on a quiz in math class.
      10) Smoke cigarettes or pot.
      11) Take an unknown drug that you are offered by a friend.
      12) Beat up someone in your school.
      13) Steal a small item from the store.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU

SAMPLE LEARNING ACTIVITIES (cont.)

3. (cont.)

   c. Make the observation that many students' responses are being affected or altered by peer pressure right now. Continue the discussion of peer pressure.
      1) Where do you draw the line between what you could be pressured to do and what you would never do?
      2) Some students could never be pressured to take part in some activities; for example, smoking. How do you explain the fact that some students don't respond to pressure?
      3) Are adults affected by peer pressure to the extent you are? Why or why not? Use adults you know as an example (do not name them).
   d. Conclude by pointing out that we are influenced and in turn influence others in their decisions. As for drugs, let's try to be positive influences, such as Henry Winkler -- the Fonz of Happy Days who won't accept roles in which he must smoke or drink, for responsible decisions.

LEARNING RESOURCES (cont.)

Related film available from ESD 121:

TRYING TIMES

#II-15 CURRICULUM OBJECTIVE: The student identifies the implications of the effects of certain drugs on personal safety and the safety of others.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 236-237, 245, 253-256
2. Prepare questions for officer from Washington State Patrol. Contact officer.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Washington State Patrol, phone: 455-7732

#II-16 CURRICULUM OBJECTIVE: The student explains that some drugs when taken in combination with others produce unpredictable results.

SAMPLE LEARNING ACTIVITIES

1. Read and discuss pp. 253, 256 and 261.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU

#II-17 CURRICULUM OBJECTIVE: The student identifies community resources to help people who have a drug-related problem.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 401, 403 and 405.
2. Students locate community resources.

3. Students interview a community Health resource person

   a. Discuss interview etiquette.
   b. Develop interview-type questions through class input.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Seattle and South King County Telephone Directory (include departments of Seattle-King County Health Department, Hospitals, Hospitals, Social Service Agencies, Clinics, etc.)
3. Contact journalism teacher in building for interview guidelines

#11-18 CURRICULUM OBJECTIVES:

- The student will be able to identify feelings and values about the use of alcohol and understand how feelings affect decisions.
- The student will be able to identify the physical and behavioral effects of alcohol on the body.
- The student will be able to identify sources exerting pressure on a person to drink, and will know how people can cope with these pressures.
- The student will know the symptoms, effects, and treatment of the illness, alcoholism, and its consequences for the individual, family and society.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 243-250.
2. Use activities in Alcohol Education Kit.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Alcohol Education Kit available from ESD #121 (Clay Roberts, Health Education Coordinator)

NOTE TO TEACHER: To order kit, you must have taken the workshop given by ESD #121 or have someone in your building who has taken it and who could help you utilize the kit.

Related films available from ESD 121:

ALCOHOL AND YOUNG PEOPLE
ALCOHOL: A NEW FOCUS
ALCOHOLISM: A MODEL OF DRUG DEPENDENCY

UNIT III

COMMUNICABLE DISEASES

NOTE: SEE UP-TO-DATE LIST OF APPROVED SUPPLEMENTAL MATERIALS FOR FAMILY LIFE EDUCATION.

#III-19 CURRICULUM OBJECTIVE: The student explains:

- How VD is spread
- What the symptoms of various venereal diseases are.
- How VD can be prevented.
- How VD is treated.

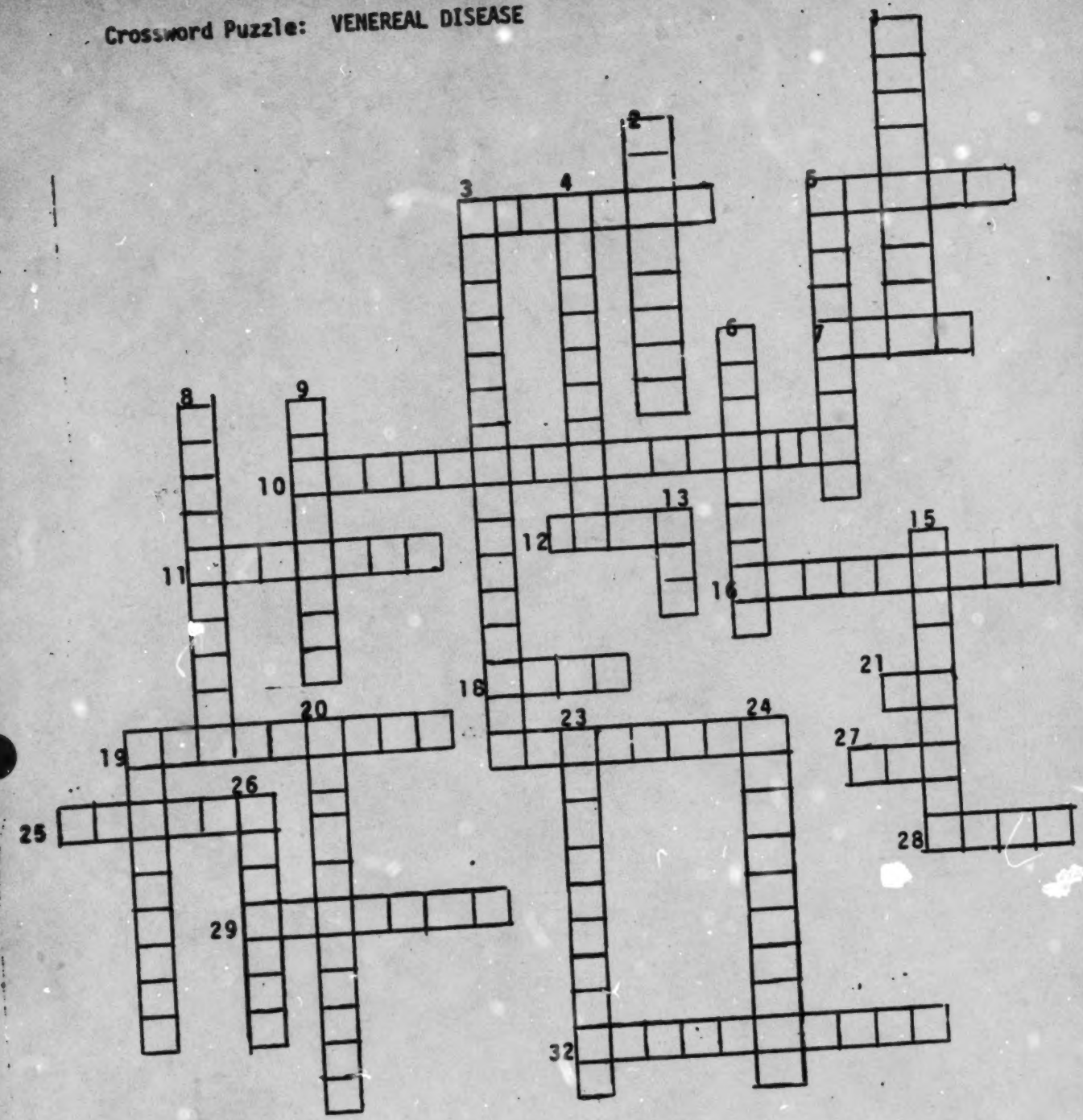
SAMPLE LEARNING ACTIVITIES

1. Read pp. 267-271.
2. View films and then discuss:
   a. types of venereal disease
   b. how venereal disease is spread
   c. symptoms of each type of VD
   d. problems of prevention
   e. treatment available and limitation of some treatment
3. Complete crossword puzzle.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Suggested films available from ESD 121:
   VD: ATTACK PLAN
   VD: NAME YOUR CONTACTS
   VD: A NEW FOCUS
   HALF MILLION TEENAGERS
3. Puzzle: VENEREAL DISEASE

Crossword Puzzle: VENEREAL DISEASE



Crossword Puzzle: VENEREAL DISEASE

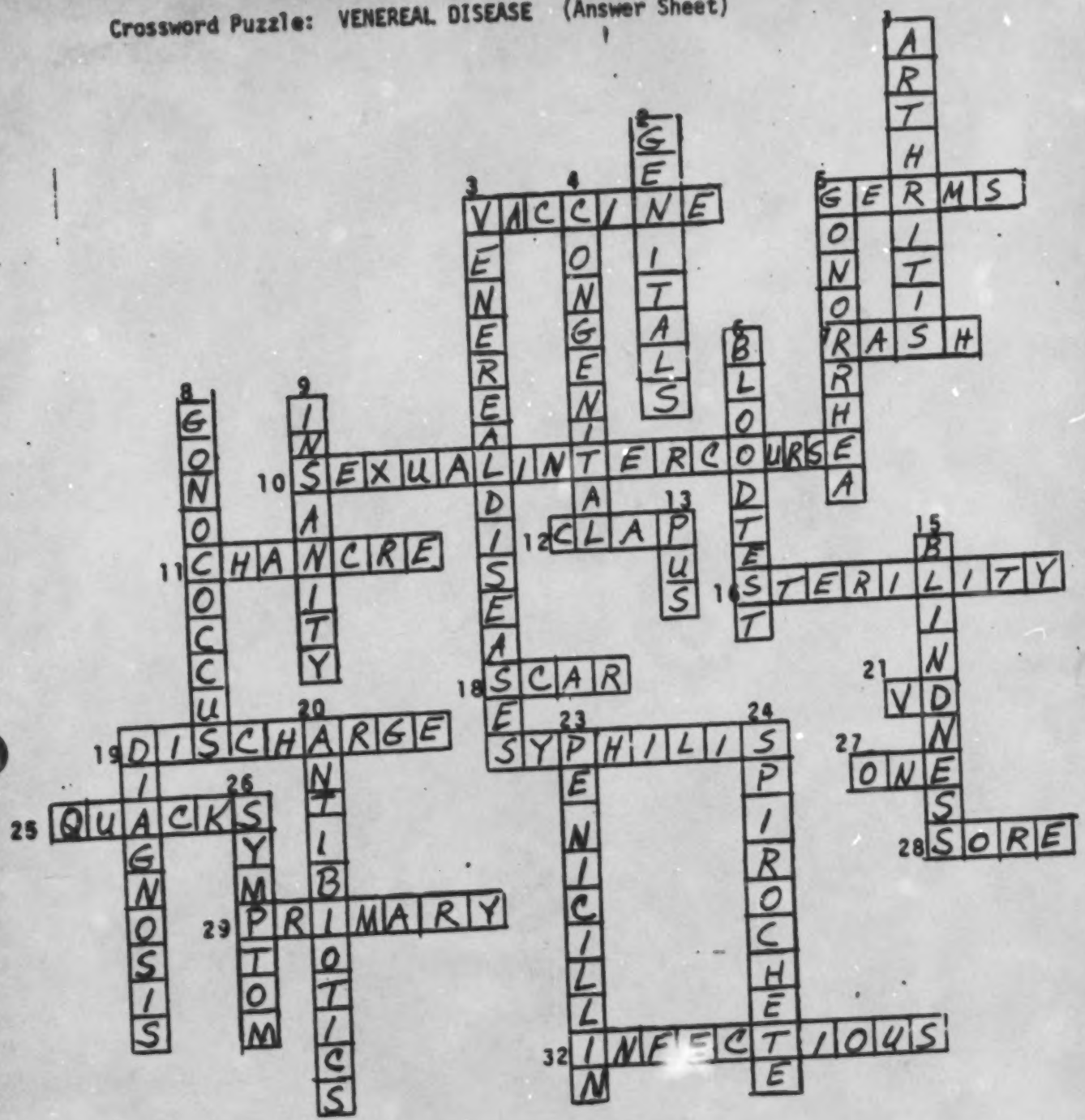
DOWN

1. Disease that causes deterioration and swelling of the joints.
2. Pertaining to reproduction or the organs of sex.
3. Syphilis, gonorrhea and herpes are all _____ _____.
4. At birth or with birth (as when a baby is born with syphilis).
5. A venereal disease caused by a bacterium gonococcus.
6. A _____ _____ may be used to detect syphilis by noting certain antibodies.
8. Bacterium that causes gonorrhea.
9. One of the final results of syphilis.
13. Gonorrhea may be noticed by a discharge of _____.
15. Possible result of venereal disease (occurs in babies with mothers who have gonorrhea).
19. The determination of the nature of a disease.
20. For those allergic to penicillin, other _____ may be used for treatment.
23. Most effective treatment for venereal disease.
24. Germ which causes syphilis.
26. An indication of a disease.

ACROSS

3. There is no immunization or _____ against venereal disease.
5. The cuase of venereal diseases.
7. Symptom of second stage syphilis.
10. Venereal diseases are transmitted mainly by _____ _____.
11. One of the first noticeable signs of syphilis.
12. Slang word for gonorrhea.
16. Caused by scar tissue blocking the fallopian tubes (due to gonorrhea).
18. Sterility is caused by the blocking of the fallopian tubes with _____ tissue.
19. One of the first symptoms of gonorrhea is a _____ from the sex organs.
21. Abbreviation for venereal disease.
22. Venereal disease caused by spirochetes.
25. Pretended physicians.
27. Number of months after being exposed to syphilis when you should have a blood test.
28. A chancre is a venereal _____.
29. First stage of a venereal disease.
32. State of being when a person is able to spread a disease.

Crossword Puzzle: VENEREAL DISEASE (Answer Sheet)



#III-20 CURRICULUM OBJECTIVES:
- The student identifies symptoms, prevention, treatment, and current research for a selected disease.
- The student explains the possible effects of the selected disease on the mind and body.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 273-274.
2. Write a short report concerning a selected disease.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU
   Library resources

#III-21 CURRICULUM OBJECTIVE: The student differentiates between a communicable or contagious disease and a non-communicable or non-contagious disease and identifies some examples of each.

SAMPLE LEARNING ACTIVITIES

1. Read and discuss pp. 273-278.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU

UNIT - IV

FIRST AID

#IV-22 CURRICULUM OBJECTIVES: - The student completes first aid training including CPR.
- The student proposes reasonable and effective responses to emergency situations.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 351-358.
2. Choose one activity from EXTEND YOUR KNOWLEDGE, p. 359.
3. Divide into groups. Students choose a card with an emergency situation on it and perform first aid on one member of the group. (May perform as a skit in front of class.)

NOTE TO TEACHER: You may wish to use Red Cross First Aid course material in place of above. Contact American Red Cross, phone: 323-2345.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU
3. Make first aid situation cards

Red Cross Multi-Media First Aid Book plus Film, or
Red Cross Standard First Aid Book and Workbook.

Related films available from ESD 121:

BREATH OF LIFE
NEW PULSE OF LIFE
FIRST AID AND SAFETY: POISONING
FIRST AID: BLEEDING AND SHOCK
FIRST AID: DRUG EMERGENCY
BURNS: FIRST AID TREATMENT
BY NATURE'S RULES

#IV-23 CURRICULUM OBJECTIVE: The student performs reasonable and effective responses to emergency C.P.R. situations.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 361-368.
2. EXTEND YOUR KNOWLEDGE, p. 369.
3. View slides.
4. Divide into groups and practice C.P.R.

NOTE TO TEACHER: Call Federal Way Fire Department for help in administering C.P.R., phone 839-6234.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text; HEALTH AND SAFETY FOR YOU
3. Slides: EMERGENCY LIFE SUPPORT (available in each building)
4. Resusci-Annie

UNIT V

NUTRITION

#V-24 CURRICULUM OBJECTIVE: The student identifies effects food choices have on physical fitness and appearance.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 289-299.
2. Do questions 3 or 4 from EXTEND YOUR KNOWLEDGE, p. 301.
3. Keep a record of foods advertised on TV for one week. Answer the following questions:

   a. If your diet consisted of only the food items advertised on TV, what would a daily menu consist of?
   b. Would you be adequately nourished?
   c. What are the most heavily advertised foods?
   d. Where does the money come from to pay for the advertisements?
   e. How much does the average TV ad cost?
   f. What is the relationship between the type of food being advertised and the time it is being shown?

4. Inventory school for types of food in vending machines.

   a. How many of the items available are highly processed and packaged (potato chips, carbonated beverages, etc.)? How many are minimally processed and nutritious (apples, carrots, nuts, etc.)? Which do you prefer? Why? Which are better for you nutritionally?
   b. Discuss the reason for vending machines. What amount of revenue do they provide and where is the money used? Discuss how else funds could be raised for the same needs, e.g.T-Shirts, Raffles of services, etc.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text - may be an error in the textbook, when referring to page 00, it should be page 291

4. Teacher reference

Related films available from ESD 121:

EVERYONE'S A WINNER: A PROGRAM FOR PHYSICAL FITNESS
EXERCISE AND PHYSICAL FITNESS
NUTRITION: FUELING THE HUMAN MACHINE
REAL TALKING, SINGING, ACTION MOVIE ABOUT NUTRITION

SAMPLE LEARNING ACTIVITIES (Cont.)

LEARNING RESOURCES (Cont.)

c. Make a list of foods that are less processed, less packaged and are nutritionally valuable that could be sold in your school for lunch and snacks.

5. Prepare advertisements for the school intercom or newspaper on good foods to eat for snacks.

#V-25 CURRICULUM OBJECTIVE: The student lists selected facts and fallacies concerning foods.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 303-313, 317-323.
2. Student makes posters with a fact and fallacy concerning a particular food.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU

Related films available from ESD 121:

EAT, DRINK, AND BE WARY
FOODS: FADS AND FACTS
FOOD: SURVIVING THE CHEMICAL - FEAST
LOOK BEFORE YOU EAT
NUTRITION: THE ALL-AMERICAN MEAL

Washington State legislation has been drafted to provide appropriate food choices for students in school vending machines and other snack food sales facilities on the school grounds.

Substitute Senate Bill No. 2471 and Substitute House Bill No. 247 include the following:

"To ensure the availability of appropriate food choices for snack foods in schools, the following guidelines shall be met for the sale of extra food and beverage items offered on a regular basis during the regular school day.

1. At least fifty percent of the available vending slots and food sale space in each school plant shall contain a variety of foods from the following categories:
   a. Fresh fruit and/or vegetables: canned vegetables; fruits in juice or water; or fruit and vegetable juices.
   b. Milk; yogurt; cheese; or cottage cheese.
   c. Sandwiches containing meat, fish, poultry, luncheon meat, cheese, egg or peanut butter fillings, but said peanut butter shall not be combined with jam, jelly or honey.
   d. Cracker and other cereal products containing less than five percent by weight total of combined sucrose and glucose.
   e. Nuts and seeds.
   f. Soups and combination canned meals, including but not limited to chile, beef stew, and macaroni and cheese.

   With the exception of fresh fruits, fruit juices, and flavored yogurt, all foods required under this subsection shall contain five percent by weight or less of total combined sucrose and glucose.

2. Lists of sucrose and glucose content of foods shall be made available to each school district, upon request, by the Office of the Superintendent of Public Instruction.

Although these bills have been endorsed by various groups of health professionals throughout the state, support is needed from concerned members of the community to assure its passage. Your help is needed.

To find out the status of this bill and others like it, call the Olympia HOTLINE.

UNIT VI

MENTAL HEALTH

#VI-26 CURRICULUM OBJECTIVE: The student lists reasons why an individual's appearance is important.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 206-207.
2. Students work in groups to gather information about grooming topics, i.e., acne, suntans, hair coloring, plastic surgery, cosmetics, etc. Present short report to class about their subject.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text, library
   American Medical Association
   Publications
   535 North Dearborn Street
   Chicago, Illinois 60610

Related films available from ESD 121:

ALL ABOUT BOBBY
YOU CAN DO SOMETHING ABOUT ACNE

#VI-27 CURRICULUM OBJECTIVE: The student selects a variety of ways to feel good about self and makes others feel good about themselves.

SAMPLE LEARNING ACTIVITIES

1. Read text, pages 43-51, 55-56.
2. Select a partner. Write five good things about your partner. How does it feel to hear good things about yourself? How does it feel to say good things to another person?
3. The teacher explains that reaching personal goals helps to create a better self-concept. Ask each student to identify one personal goal and list five steps to that goal, e.g., GOAL: losing weight; TO DO SO: see a doctor, exercise, eliminate sweets, etc. Other goals could include getting a boyfriend, doing better in a subject, or solving a personal problem. Ask each student to work on a goal and report back to the class in one month. The teacher should participate in this exercise also.
4. Write a paper discussing things you could do to improve or support the self-concept of someone else. The other person need not be named, but he/she should be a real person.
5. View filmstrip. Discuss film and prepare your own IALAC card. Use your card for 24 hours. Report on your feelings and experiences with your IALAC card.
6. MANY FACES
   Discuss the roles we play and the masks we wear, using the following exercises. Discuss the truthfulness of the following:

   a. Each man has many faces: these he exhibits...; those he has...; those he thinks he has...; and those he hopes he will have someday.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU

5. Filmstrip: THE IALAC STORY

6. Optional extension: IF I COULD CHOSE TO BE worksheet

Related films available from ESU 121:

WHO AM I?
ME, MYSELF AND MAYBE
GUIDANCE FOR THE 70's: SELF-ESTEEM

SAMPLE LEARNING ACTIVITIES (Cont.)

LEARNING RESOURCES (Cont.)

b. Ask students to complete sentences:

"When I'm with close friends, I am...
"I'd like to be..."
"At parties, I am..."
"I'd like to be...
"With adults, I am..."
"I'd like to be..."
"At school, I am..."
"In discussions, I am..."
"I should seek to..."
"In my intentions, I am..."
"I'd like to be..."
"When I'm alone, I am..."

SIGN FOR THE BLACKBOARD:

FORGIVE ME FOR TRYING ON THOSE MANY FACES -- I AM URGENTLY LOOKING FOR MY OWN.

IF I COULD CHOOSE TO BE.....

an animal, I would be..... Why?

a country, I would be..... Why?

a cartoon, I would be..... Why?

a year.....a decade.....a century..... Why?

a flower, I would be....a smell, I would be. Why?

an event, I would be..... Why?

a bird, I would be..... Why?

a sign, I would say..... Why?

a tree, I would be..... Why?

a shoe, I would be..... Why?

a food, I would be..... Why?

a song, I would be..... Why?

a t.v. show, I would be..... Why?

an author, I would be..... Why?

a sound, I would be ..... Why?

a book, I would be..... Why?

a color, I would be..... Why?

a movie, I would be..... Why?

an insect, I would be..... Why?

a hero, I would be..... Why?

a material, I would be..... Why?

a car, I would be..... Why?

a building, I would be ..... Why?

a taste, I would be..... Why?

a friend, I would be...a parent, I would be..... Why?

NOW WHAT AM I?...WHAT DO OTHERS SEE ME AS?..... Why?

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#VI-28 CURRICULUM OBJECTIVE: The student describes characteristics of a good friend.

SAMPLE LEARNING ACTIVITIES

1. Write a want-ad for a friend. Include all the desired characteristics. Would you hire yourself for the position?
2. Write an ad to sell yourself, include your selling price.
3. Locate recording of such records as Simon and Garfunkel's BRIDGE OVER TROUBLED WATER and Carole King's, YOU'VE GOT A FRIEND.

   Ditto lyrics to songs. Secure 12 sheets of large paper and pen or crayons.

   Disbribute lyrics and ask students to think about the messages of the songs as the songs are played.

   Discuss focus of the songs.

   Ask students to get together in groups and list the characteristics they look for in a friend. Students write these on the large pieces of butcher paper.

   Then ask students to reflect silently as they are looking at the lists, "How many of these characteristics do you have?"

LEARNING RESOURCES

3. Records
   Large sheets of paper and pens or crayons
   Ditto: Words from songs

Related films available from ESD 121:

LITTLE HELP FROM MY FRIENDS
DECISIONS, DECISIONS
BEST FRIENDS

Words to "A Bridge Over Troubled Water" -- music by Paul Simon

When you're weary
Feeling small.
When tears are
In your eyes
I will dry them all.
I'm on your side
And times get rough
And friends just can't be found.
Like a bridge over troubled water
I will lay me down.
Like a bridge over troubled water
I will lay me down.

When you're down and out
When you're on the street
When evening falls
So hard
I will comfort you.
I'll take your part
And darkness comes
And pain is all around.
Like a bridge over troubled water
I will lay me down.
Like a bridge over troubled water
I will lay me down.

Sail on silver girl
Sail on by.
Your time has come
To shine.
All your dreams are on their way
See how they shine.
If you need a friend
I'm sailing madly home.
Like a bridge over troubled water
I will ease your life.
Like a bridge over troubled water
I will ease your life.

Words to "You've Got a Friend" -- words and music by Carol King

When you're down and troubled
And you need some loving care
And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night.
You just call out my name
And you know wherever I am
I'll come running to see you again.
Winter, spring, summer or fall
All you have to do is call
And I'll be there,
You've got a friend.

If the sky above you
Grows dark and full of clouds
And that old north wind begins to blow
Keep your head together
And call my name out loud
Soon you'll hear me knocking at your door.
You just call out my name
And you know wherever I am
I'll come running to see you.
Winter, spring, summer or fall
All you have to do is call
And I'll be there.
Ain't it good to know that you've got a friend
When people can be so cold
They'll hurt you, and desert you
And take your soul if you let them
Oh, but don't you let them.
You just call out my name
And you know wherever I am
I'll come running to see you again.
Winter, spring, summer or fall
All you have to do is call
And I'll be there
You've got a friend.

#VI-29 CURRICULUM OBJECTIVE: The student accepts differences in others.

SAMPLE LEARNING ACTIVITIES

1. Read page 51, beginning with line, "Your feelings. . ." and including "Mistakes to avoid in rating others' personalities."
   Answer question #5 on page 53, EXTENDING YOUR KNOWLEDGE.
2. View film.
3. Evaluate your own attitudes about what constitutes socially acceptable and socially unacceptable traits and behaviors.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. BILL COSBY ON PREJUDICE (24 min.)
   Available from ESD #121
3. Worksheet: ACCEPT-REJECT

Related films available from ESD 121:

HE'S NOT THE WALKING KIND
A DAY IN THE LIFE OF BONNIE CONSOLO
HEWITT'S JUST DIFFERENT
PEOPLE YOU'D LIKE TO KNOW (a series)

ACCEPT - REJECT?

In the following set of circumstances, put a check as to whether you would accept or reject a person in that particular situation. If you are unsure or would need more information, check the unsure column.

	ACCEPT	REJECT	UNSURE
1. Dresses different			
2. Is loud			
3. Enjoys dancing			
4. Has brown hair			
5. Is a perfectionist			
6. Worries a lot			
7. Is very dependent			
8. Has been to a psychiatrist			
9. Is poor			
10. Has "different" ideas			
11. Is blind			
12. Is not very smart			
13. Is left handed			
14. Talks funny			
15. Is of a different race			
16. Goes along with the crowd			
17. Is quiet			
18. Wears their hair differently			
19. Likes rock and soul music			
20. Can't make a decision			
21. Is mentally retarded			
22. Is funny			
23. Is in a wheel chair			
24. Doesn't have any self-confidence			
25. Is physically active			
26. Doesn't enjoy dancing			
27. Is of a different religion			
28. Is very dependent			
29. Doesn't always go along with the crowd			
30. Has no arms			
31. Enjoys reading a lot			
32. Is emotionally disturbed			

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#VI-30 CURRICULUM OBJECTIVE: The student identifies different emotions that all people feel and how emotions can physically and mentally affect people.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 43, 55, 334.
2. Give each student a copy of the worksheet. Let the students know that the answering of the question is optional (if it seems too personal). Discuss in class with those students who feel comfortable in discussing their answers.
3. This activity should be one of the final tasks after the students are comfortable with each other and know the difference between positive and negative statements. Do not use this activity if students are not ready to give positive statements to all students.

   a. Each student needs one sheet of paper with his/her name on it and a pen.
   b. Teacher tapes these sheets of paper to the wall around room so that each student can see his/her sheet at a glance.
   c. Students are asked to wander around room at will and write a brief statement on <u>each</u> sheet. This statement is to be a positive evaluation of what they have observed about this person throughout the school year (i.e., you cheer me up because your smile is so great). Teacher should be included.
   d. When finished, students recover their own sheets, return to their seats, and read them.
   e. Discussion can be led by teacher with such questions as:
      - Are you suprised by any of the statements?
      - How do you feel about these comments?
      - How do you think others feel when positive comments are received?

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Worksheet: KNOW YOUR EMOTIONS

Related film available from ESD 121:

BEHIND THE SCENES

KNOW YOUR EMOTIONS

Complete each of these statements. This a test of your emotions, so be honest about yourself.

1. I love.....
2. I wish.....
3. I fear.....
4. I hate.....
5. I am.....
6. I feel best when .....
7. The greatest moment in my life is.....
8. If I am really angry with someone I.....
9. I want most to be.....
10. My greatest strength is.....

#VI-31 CURRICULUM OBJECTIVE: The student discusses influence of peers on own feelings, behaviors, and decisions.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 244-257.
2. Complete worksheet.

LEARNING RESOURCES

1. Supplementary text, FINDING MY WAY
2. Worksheet, FILLING SOMEONE'S SHOES

Related films available from ESD 121:

DECISIONS, DECISIONS
I THINK
CHOICES

FILLING SOMEONE'S SHOES

DIRECTIONS: In each case below, decide what you would do in the situation as it is described. In some cases, you are asked to be yourself and in others imagine you are someone else.

1. You are yourself: Lately your best friend has been acting strangely. By accident, you spot what you think are needle marks (tracks) on his arm. You ask about them, and you are told they are poison ivy scars. You're still sure they're tracks. What would you do?

2. You are a parent: You have just found pot in your junior high age child's room. What would you do?

3. You are a teacher: You find out that one of your pupils is selling pep pills to the rest of the class. You take them yourself on a doctor's prescription. What would you do?

4. You are yourself: Two kids you really like invite you to a pot party. What would you do?

5. You are a school principal: Parents and teachers both have been complaining to you that there is a serious drug problem in your school. What would you do?

6. You are yourself: A high school student asks you to sell herion in your junior high school. What would you do?

7. You are a policeman: You find a junior high student who has run away from home. He or she is in the midst of a bad trip on LSD. What would you do?

8. You are yourself: Your best friend asks you to take barbituates from your parents' medicine cabinet for him or her. What would you do?

9. You are a parent: You've just overheard your daughter say that your neighbor's son is selling herion. What would you do?

10. You are yourself: One of your parents drinks alcohol excessively and is ruining your family relationship. What would you do?

11. You are yourself: You find your older brother snorting cocaine. What would you do?

12. You are a teacher: Another teacher invites you to smoke pot. What would you do?

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#VI-32 CURRICULUM OBJECTIVE: The student discriminates between responsible and irresponsible decisions. The student identifies factors which influence decision.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 43-51.
2. Complete activities from p. 46 in SEARCH FOR VALUES, TEACHER MANUAL.
3. Complete worksheet.
4. Student lists 7 different factors that influence the decision making process.

NOTE TO TEACHER:
You may wish to use activities in drug unit to help with this activity. Some factors are: peer pressure, media, school, church/religion, moods, family, physical health, self-concept, knowledge, level of risk, and situation.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Teacher Manual: SEARCH FOR VALUES
3. Worksheet, WHAT SHALL I DO

WHAT SHALL I DO?

Place the number of your first, second, and third choices in the appropriate blank to the left of the statement as to what you would do in each situation. If you don't have three choices, that's okay. There are a couple of extra blanks for you to write in your own responses if you would rather do something other than the ways suggested.

1. Create a new society (follow rules and regulations but work within the system to change what you don't like)
2. Tolerate
3. Rebel destructively
4. Drop out (take drugs, including alcohol)
5. Withdraw
6. Seek help
7. Walk away
8. _____
9. _____
10. _____

1st	2nd	3rd		
___	___	___	1.	You don't like the school dress code.
___	___	___	2.	You want a free period during the school day.
___	___	___	3.	You have always walked to school a certain way, and now they are starting to build a parking lot right where you used to walk. They put up a sign which says, "NO TRESPASSING."
___	___	___	4.	Your parents say you must do the washing, ironing, dishes and clean the house whenever they need doing.
___	___	___	5.	Your family is moving out of the town you have lived in all your life.
___	___	___	6.	It seems like no one ever speaks politely to you.
___	___	___	7.	Your friends want you to go somewhere where you know you should not go.
___	___	___	8.	You want to buy a package of cigarettes, but the sign on the machine says, "Sale Forbidden to Minors."
___	___	___	9.	You want to make "A's", but you keep making "C's".
___	___	___	10.	You are invited to a party and go and find there is drinking and dancing. You do not want to do either of these things.

WHAT SHALL I DO? (cont.)

1st	2nd	3rd		
___	___	___	11.	Your coach says, "Sportsmanship is also being a good loser," but you feel that your team lost unfairly.
___	___	___	12.	You are a member of the Pep Squad and don't like the uniform.
___	___	___	13.	You have a grievance and are told to take it through certain channels, but you know that it will take too long.
___	___	___	14.	You feel like crying at the death of a best friend, but people tell you that boys do not cry.
___	___	___	15.	You have just had plastic surgery done and the doctor tells you not to go swimming for four week, but there is a big swimming party you don't want to miss in three weeks.
___	___	___	16.	Your parents taught, "Children are seen, not heard," but you can't stand to hear an adult who is visiting in your home downgrade another race.
___	___	___	17.	You (female) are always the one who seems to have to make all the decisions for what you and your date are going to do.
___	___	___	18.	You hate sports, but your uncle thinks that they are a measure of manhood.
___	___	___	19.	You know the hazards of drinking and driving, but everyone is doing it.
___	___	___	20.	In school you are taught the principles of democracy, but you never get to make any of the decisions.
___	___	___	21.	Your hair is very long and your coach calls you a sissy (you are a boy).
___	___	___	22.	You wear a midriff to school, and your principal sends you home.
___	___	___	23.	There are benches in the mall, but the policeman tells you not to loiter.
___	___	___	24.	The teacher says to outline two chapters for homework, but you think it is busy work.

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#IV-33 CURRICULUM OBJECTIVE: The student defines stress, identifies some common symptoms, and explores ways to cope with stress.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 67-74
2. View film
3. List things which may cause stress. Write them on the board. Discuss.
4. Each student ananymously compiles a list of things that worry you. Propose solutions to one or two of the worries (Do not collect, this is the student's private world). When discussing list, explain that the causes are not always negative.
5. Role-Play Stressful Situations.
   Pass out 3" x 5" cards to each student. Ask the students to write down one stressful situation and turn it in, e.g., getting caught smoking by one's parents, telling parents that their car was damaged in an accident while you were driving. Assign roles to students and ask them to act out the situation, coming to a solution. As a class, discuss alternative solutions.
6. Make three separate columns on the blackboard, entitled PERSONALITY TRAITS, LIFE STYLES, and VALUES. At the top of the board, write ACCEPTABLE TO SOCIETY. For each column, students suggest examples.

ACCEPTABLE TO SOCIETY

PERSONALITY TRAITS	LIFE STYLES	VALUES
1. Sense of Humor	1. Two-parent family	1. Honesty
2. Willingness to admit mistakes	2. Maintaining continuous	2. Loyalty to country
3. Etc.	3. Etc.	3. Etc.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Film: UNDERSTANDING STRESSES & STRAINS (From ESD 121)
5. 3" x 5" cards

SAMPLE LEARNING ACTIVITIES (Cont.)

Repeat this exercise under the heading, UNACCEPTABLE TO SOCIETY. Ask students to differentiate the meanings of: understanding differences; accepting differences; condoning differences; and adopting differences. Does one necessarily lead to another?

Ask each student to explain, in one short paragraph, the criteria he considers important in dealing with differences among people. Discuss these criteria in class.

LEARNING RESOURCES (Cont.)

Related films available from ESD 121:

LESS STRESS
UNDERSTANDING STRESSES AND STRAINS

#VI-34 CURRICULUM OBJECTIVE: The student names and describes use of emotional defense mechanisms.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 58-59
2. Group skit:
   a. Divide the class into six groups and ask each group to create and act out a skit which dramatizes one of the following mechanisms:

      (1) rationalization
      (2) conversion
      (3) compensation
      (4) daydreaming
      (5) regression
      (6) negativism
      (7) identification
      (8) repression
      (9) suppression

   b. Point out that:

      (1) Defense mechanisms are ways of saving face, or preserving one's own self-image.
      (2) These are not always effective means of problem solving.
      (3) Everyone uses defense mechanisms occassionally.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU

#VI-35 CURRICULUM OBJECTIVE: The student lists some signs to look for in a person who might be considering suicide.

SAMPLE LEARNING ACTIVITIES

1. Filmstrip.
2. Film.
3. SUICIDES
   Ask the students to bring articles to class that describe a suicide. Discuss the articles. Ask questions about suicide. For example?
   a. What are the causes of suicide?
   b. Have you ever known anyone who committed suicide?
   c. What are the effects of suicide on a family?
   d. Have you ever known anyone who has contemplated suicide?
4. Complete Unit XIII in DIMENSIONS OF LOSS & DEATH EDUCATION.

LEARNING RESOURCES

1. Filmstrip: SUICIDE: WHO WILL CRY FOR ME?
2. Film: BUT JACK WAS A GOOD DRIVER
   Available through ESD #121
4. DIMENSIONS OF LOSS & DEATH EDUCATION

#VI-36 CURRICULUM OBJECTIVE: The student explores feelings about experiences concerning death.

SAMPLE LEARNING ACTIVITIES

1. Answer questions related to death.

   HOW MANY OF YOU...
   (a) have ever experienced a death in your family?
   (b) have ever experienced the death of a friend?
   (c) have ever experienced grief?
   (d) have ever been to a funeral?
   (e) have ever found it difficult to know what to say to someone who is experiencing grief?
   (f) feel free to cry or express emotion when grieving?
   (g) would like the opportunity to discuss and talk about how people grieve and how to be of help to a friend during this experience?

2. Write a synonym for grief.
3. Describe feelings about death:
   (a) Death is.....
   (b) If someone I love died today, I would feel...
   (c) When someone close to me died, I felt...
   (d) When I grieve, I...
   (e) Something that helped me live through the grieving experience was...
4. Write a eulogy for yourself as if you were to die in the next hour, or complete one of the following: "Obituaries" or "Remember me for being" or write "My Obituary."

5. View film.

LEARNING RESOURCES

4. Worksheet: MY OBITUARY

5. Related films available from ESD 121:

   DEATH OF A GANDY DANCER
   I HEARD THE OWL CALL MY NAME
   MAGIC MOTH
   ONE TIME AROUND

SAMPLE LEARNING ACTIVITIES (Cont.)

Notes to teacher:
Contact funeral home to arrange for field trip, film or speaker.

6. Complete Activity REMEMBER ME FOR BEING in Teacher's Manual of SEARCH FOR VALUES, pp. 22-23.

LEARNING RESOURCES (Cont.)

6. Teacher's Manual: SEARCH FOR VALUES

MY OBITUARY

Instructions: Imagine that you died yesterday. (You may also pick a day about five years from now . . . if "yesterday" bothers you in any way.) Write your own obituary by using your own format or that which is shown below.

Suggested Obituary Outline:

Jack Doe, age 17, died yesterday from . . .

He is survived by . . .

His church membership was . . .

Other organizations he belonged to are . . .

At the time of his death he was involved in . . .

At his request, services will be held at . . .

Donations may be sent to his favorite charity . . .

He will be remembered for . . .

He will be mourned by . . .

His lifetime ambitions were . . .

The world will miss him because of . . .

UNIT VII

FAMILY LIFE: HEREDITY, GROWTH AND DEVELOPMENT

NOTE: SEE UP-TO-DATE LIST OF APPROVED SUPPLEMENTAL MATERIALS FOR FAMILY LIFE EDUCATION.

#VII-37 CURRICULUM OBJECTIVE: The student discusses the influence of the family on individual development.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 93-96.
2. Compare family life of two cultures, #2 of EXTEND YOUR KNOWLEDGE, p. 105.
3. Complete worksheet on parenting.
4. Interview parents and complete worksheet.
5. Complete FAMILY ISSUES worksheet.
6. Complete FAMILY INTERVIEW FORM.
7. Examine roles of family members by:
   Asking each student to make a list of the members of his family and to indicate the roles he performs with each member. Encourage students to look at themselves as members of their families might see themselves.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU
3. PARENTING INVENTORY
4. PARENT INTERVIEW
5. FAMILY ISSUES
6. FAMILY INTERVIEW FORM

PARENTING INVENTORY

Instructions: First time through, think of your parents or guardian. Second time through, think of other relatives. Third time through, think of any others (scout leaders, neighbors, etc.).

(1) Who taught you to ride a bike?

(2) Who taught you to tie your shoes?

(3) Who taught you to play ball?

(4) Who taught you to skip rope?

(5) Who taught you to cook?

(6) Who taught you to fix something?

(7) Who taught you to braid your hair?

(8) Who took care of you when you skinned your knee?

(9) Who comforted you when you cried or were scared?

(10) Who gave you cookies (candy, etc.)?

(11) Who took you somewhere to play?

(12) Who took care of you when you were sick?

(13) Who taught you how to use money?

(14) Who taught you where babies come from?

(15) Who listened to you read?

(16) Who remembered your birthday?

(17) Who explained things to you that you didn't understand?

(18) Who listened to you?

(19) Who took you to the movies?

(20) Who taught you a craft?

(21) Who taught you a prayer?

(22) Who taught you a hobby?

(23) Who told or read stories to you?

(24) (add your own)

(25)

(26)

(27)

PARENT INTERVIEW FORM

(1) What has been most rewarding for you in being a parent?

(2) What do you think are the most important qualities or skills of a good parent?

(3) What, if anything, would have helped you to be better prepared for parenthood?

(4) What advice would you give a young couple who are thinking about having children?

(5) Are there any other important thoughts you have about being a parent that you haven't already said and would care to share?

FAMILY ISSUES

(1) Should there be any "family meetings," that is, a regular time when the family is together to talk about how things are going, what problems family members are having with themselves or one another, etc? If yes, how should the meetings be run? If not, how should the family deal with its problems?

(2) Should the son and/or daughter be expected to do any work around the house? Should they get an allowance? Should they be expected to have a job after school or during the summer?

(3) How late should the son and/or daughter be allowed to stay up? On weeknights? Weekends?

(4) How late should the son and/or daughter be allowed to stay out? On weeknights? Weekends?

(5) What should the policy be about the son and/or daughter using the family car?

(6) Should there be any policy regarding how many hours anyone can watch T.V. or what kinds of program are permissible to watch? What should happen if two or more members want to watch a different program and there is only one T.V. set?

(7) The son and/or daughter wants a new coat that would cost $70. The parent(s) don't want to pay that much. How should the problem be solved? (To answer this, you may have to decide first how the purchasing of clothing, in general, is to be handled by your "family.")

(8) Other issues (optional).

(As part of our unit on families, please interview your parents, asking them these questions and making some notes on their answers. The purpose of this is to better understand the traditions and backgrounds from which you have come.)

FAMILY INTERVIEW FORM

(1) What are one or two fond memories you have of your own family (the one you grew up in)?

(2) What was something you appreciated about how your parents raised you that you wanted to do also in raising your own children?

(3) Was there anything you wanted to do differently in raising your own children compared to how you were raised?

(4) What is something you enjoy about our family now?

(5) What is something that would make it more enjoyable for you as a parent now?

(6) What do you like to do when you have free time?

(7) If you had a thousand dollars to spend any way you wanted (not for obligations like food, rent, bills, etc.) what would you spend it on?

(8) What was life like for you when you were a teenager?

Check one: Mother _____ Father _____ Other _____

#VII-38 CURRICULUM OBJECTIVE: The student compares and contrasts the needs of people at various ages.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 43-51.
2. Complete WONDER WORKER ACTIVITY in booklet.
   Find adult and younger person also to play game.
   Bring back results to compare in class.

LEARNING RESOURCE

1. Text: HEALTH AND SAFETY FOR YOU
2. Booklet: MEETING YOURSELF HALFWAY

Related film available from ESD 121:

PEEGEE

#VII-39 CURRICULUM OBJECTIVE: The student examines ways to successfully communicate.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 95-96.
2. Divide the class into groups of about five or six. Give each group a shoe box filled with art materials, e.g., clay, blocks, macaroni, paper clips, construction paper, cloth scraps, small milk cartons, popsicle sticks, scraps of wood. The rules are:

   a. Each member has to participate and add to the project.
   b. The project must have a theme and a title (something to do with communication).

   When the projects are completed (approximately 15-20 minutes), have each group select a spokesman to explain the project and <u>each member's contribution</u>. When each group has finished explaining its project to the class, have them answer the following questions individually.

   a. Who was the leader in the group? Why?
   b. Do you feel closer to members of this group as a result of working with them? Why?
   c. What things did you learn from this activity?

3. Discuss the importance of arguments and how arguing can be constructive when certain guidelines are followed. Ask a pair of students to role-play arguments, both constructive and destructive.

   Note Rules of Arguing on next page.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Shoe boxes, Art material

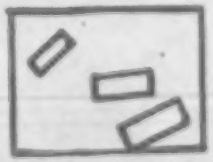
SAMPLE LEARNING ACTIVITIES (Cont.)

.RULES OF ARGUING:

a. Decide whether or not the argument is necessary.
b. Pick a time for the argument. This enables the argument to be more logical.
c. Get to the point and stick to it. Avoid issues that have no relevance. Avoid name-calling. Emphasize this point.
d. Avoid tender spots in the opponent, e.g., "Dad, no wonder you don't understand me...with your education."
e. Be willing to listen to the opponent and compromise the issue. Show the opponent you are listening by paraphrasing his statements.
f. Be certain the argument is finished. Ask questions like "Have you said all you want to say?"

4. Verbal Direction Activity
   a. Give one volunteer in class an 8½ by 11 sheet of paper with a design on it.

      Example:



   b. Students sit in their normal seating arrangement with one volunteer sitting in front of the class or off to the side in such a way that students cannot see the face of the volunteer or the drawing.
   c. Each student should have a blank sheet of paper, 8½ x 11.
   d. The only person allowed to talk is the volunteer. All other members of the class are not allowed to communicate verbally or nonverbally as they follow instructions.

LEARNING RESOURCES (Cont.)

4. 8½ x 11 sheet of paper with design
   8½ x 11 blank sheets of paper...one per student
   Pencil

SAMPLE LEARNING ACTIVITY (Cont.)

e. The volunteer then gives directions to the class about how to draw the design.
f. When finished, the volunteer shows the class the sample design and students show what they have done.
g. Discussion follows:
   - What would have happened if the two sides had been allowed some feedback like eye contact, body language, paraphrasing, classification.
   - Two-way communication has what benefits?
   - Give examples of one-way and two-way communication in your daily living.

h. Students discuss, give examples of, and practice one-way and two-way communication and paraphrasing.

LEARNING RESOURCES (Cont.)

Related film available from ESD 121:

COMMUNICATION BY VOICE AND ACTION

VII-40 CURRICULUM OBJECTIVE: The student names and locates the major parts of the reproductive system.

SAMPLE LEARNING ACTIVITIES

1. Read text, pp. 81-83.
2. Select worksheets to be completed.
3. Play baseball game. Note: This activity requires prior selection of questions.

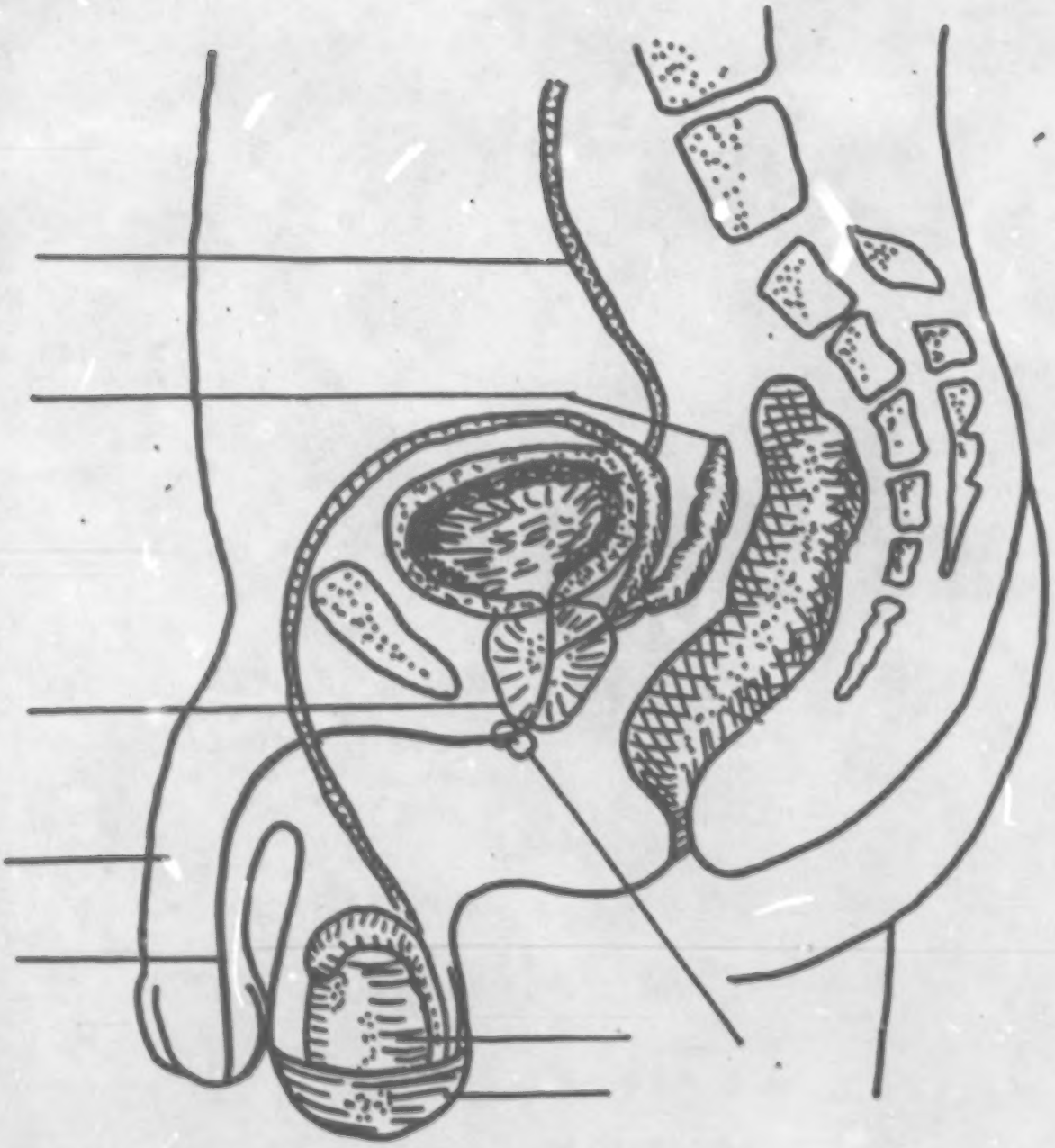
LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Worksheets: MALE REPRODUCTIVE SYSTEM, FEMALE REPRODUCTIVE SYSTEM
3. See game supplement

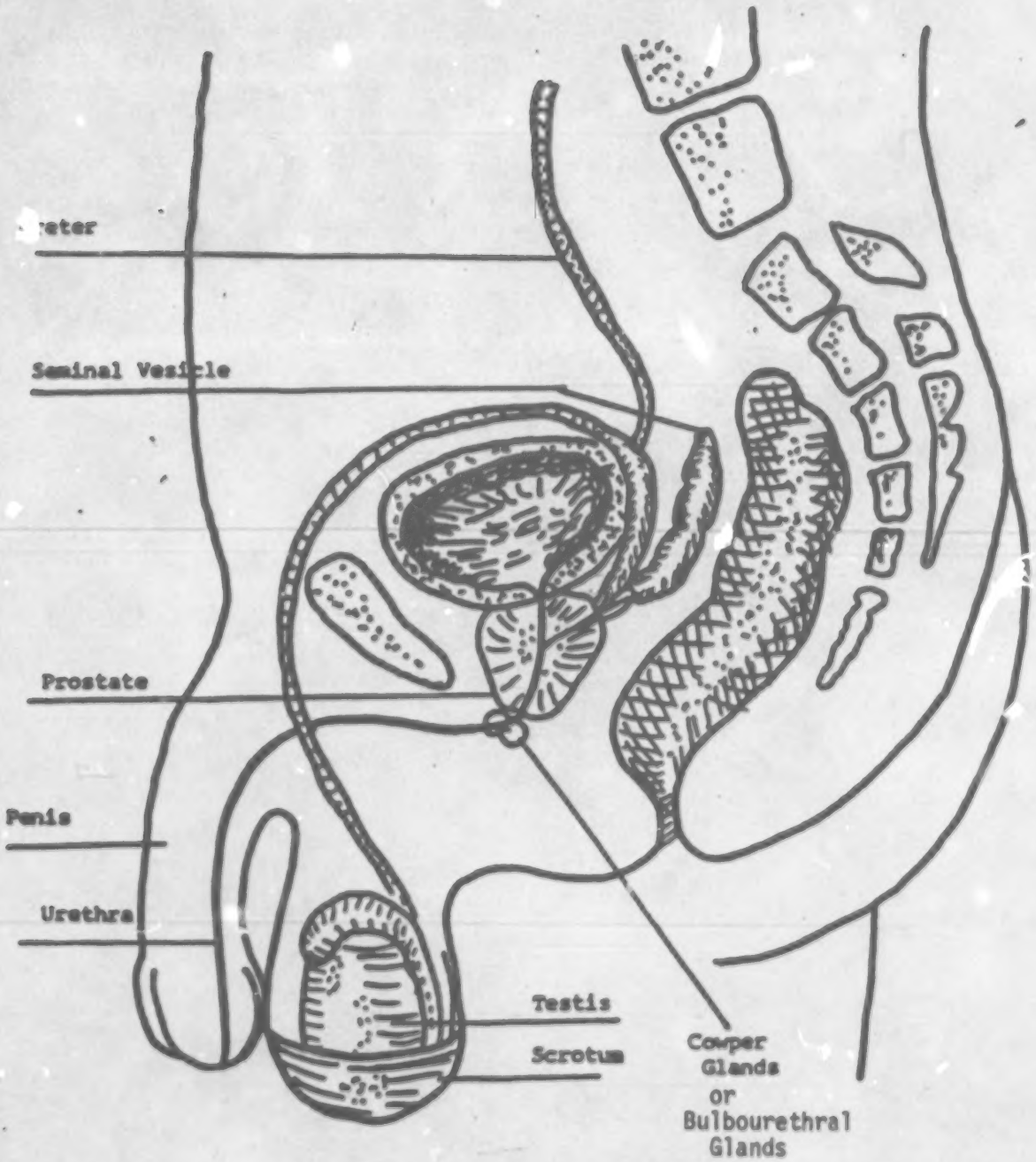
Related films available from ESD 121:

BOY TO MAN
GIRL TO WOMAN
HUMAN GROWTH III
HUMAN REPRODUCTION
HUMAN BODY: REPRODUCTIVE SYSTEM

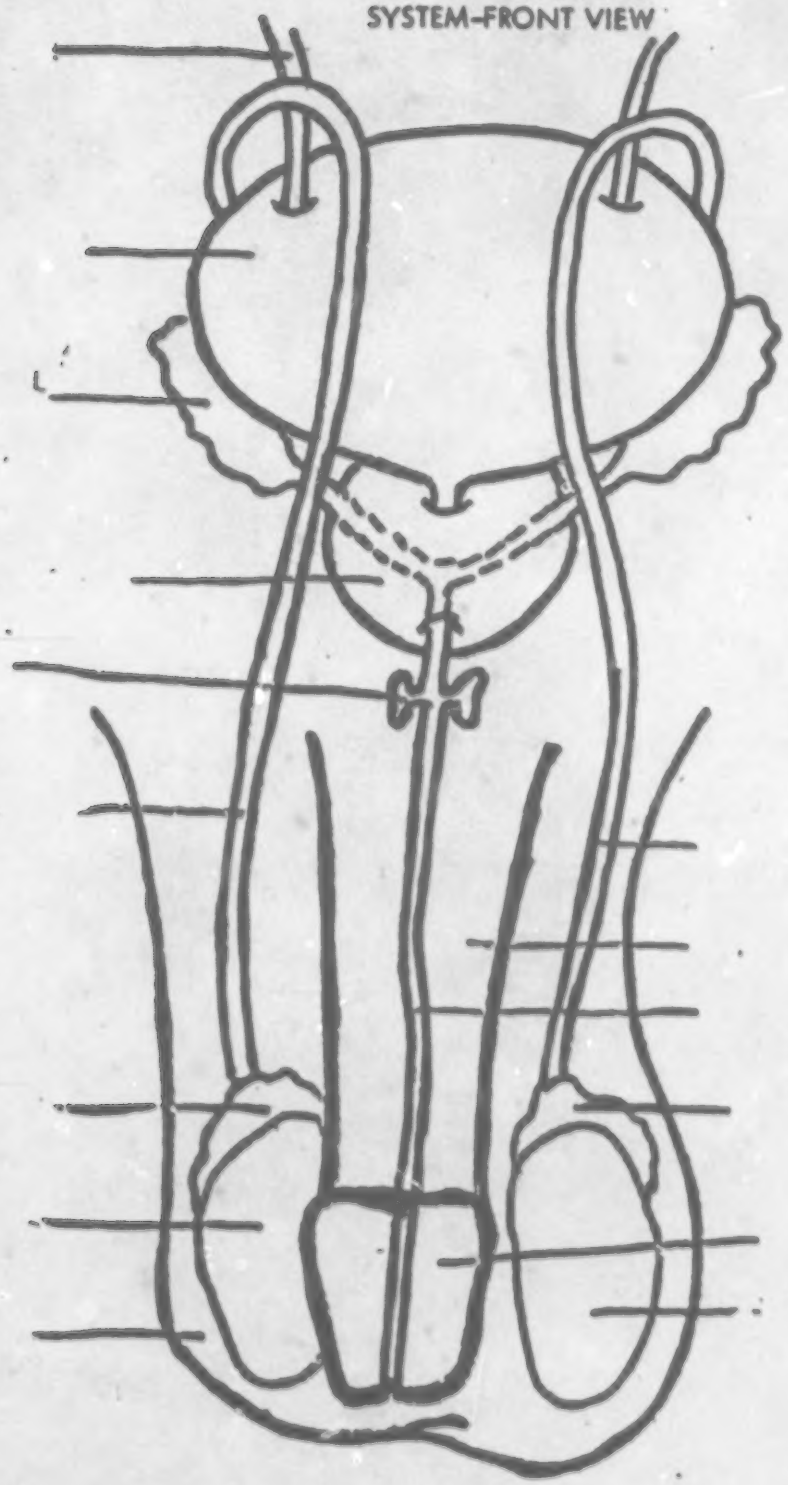
MALE REPRODUCTIVE SYSTEM (SIDE VIEW)

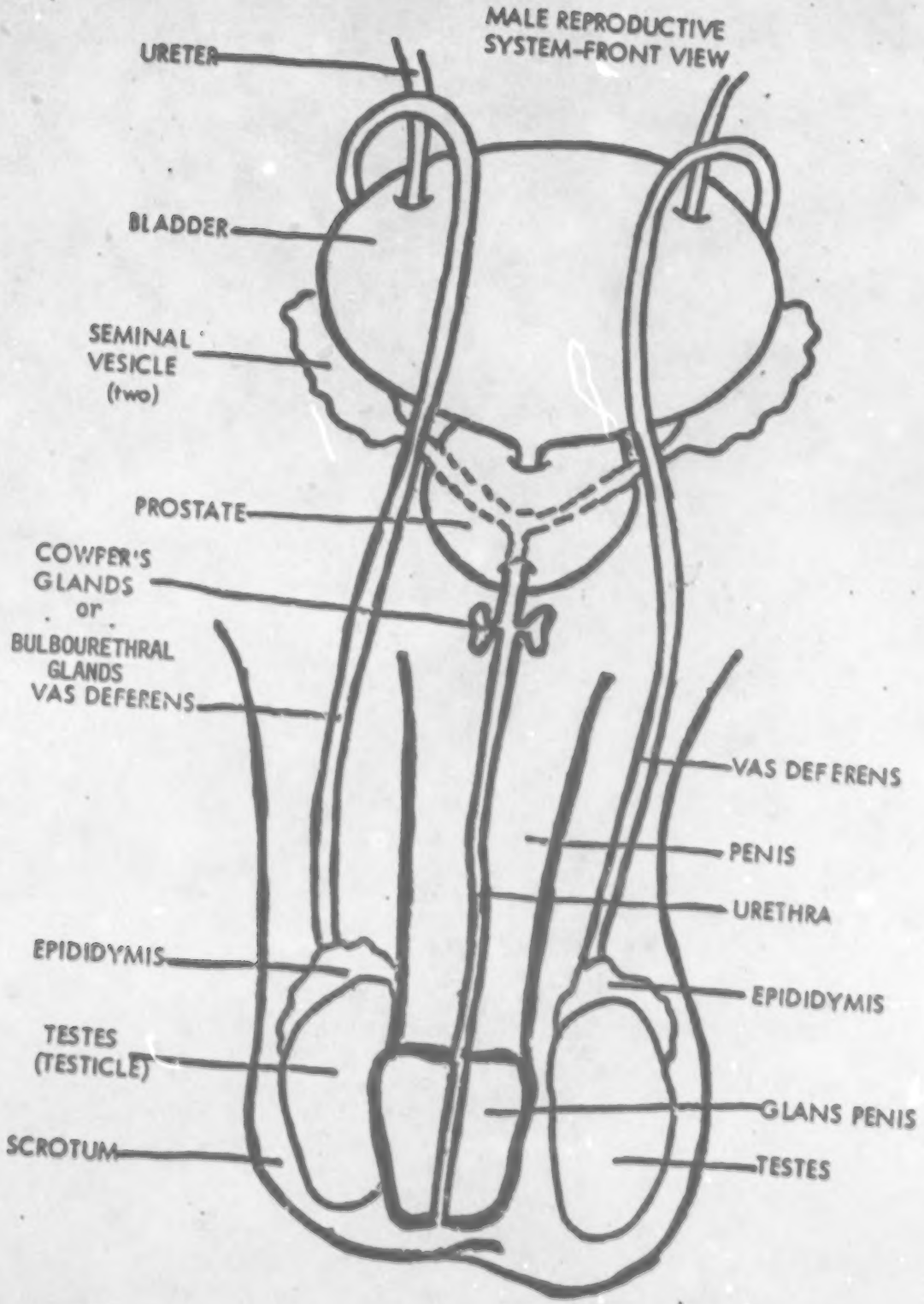


MALE REPRODUCTIVE SYSTEM (SIDE VIEW)



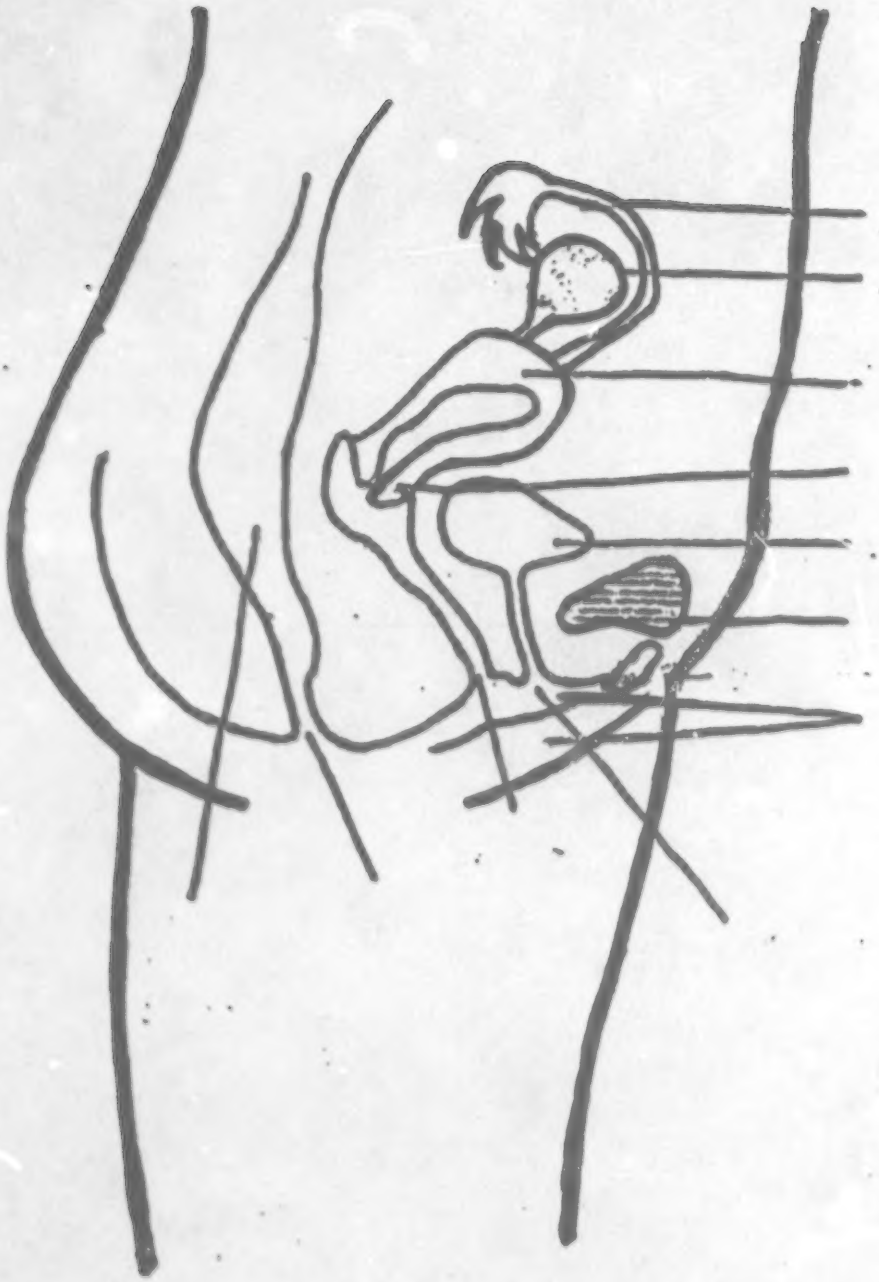
MALE REPRODUCTIVE
SYSTEM–FRONT VIEW




MALE REPRODUCTIVE SYSTEM-FRONT VIEW
URETER
BLADDER
SEMINAL VESICLE (two)
PROSTATE
COWPER'S GLANDS or BULBOURETHRAL GLANDS
VAS DEFERENS
EPIDIDYMIS
TESTES (TESTICLE)
SCROTUM
VAS DEFERENS
PENIS
URETHRA
EPIDIDYMIS
GLANS PENIS
TESTES

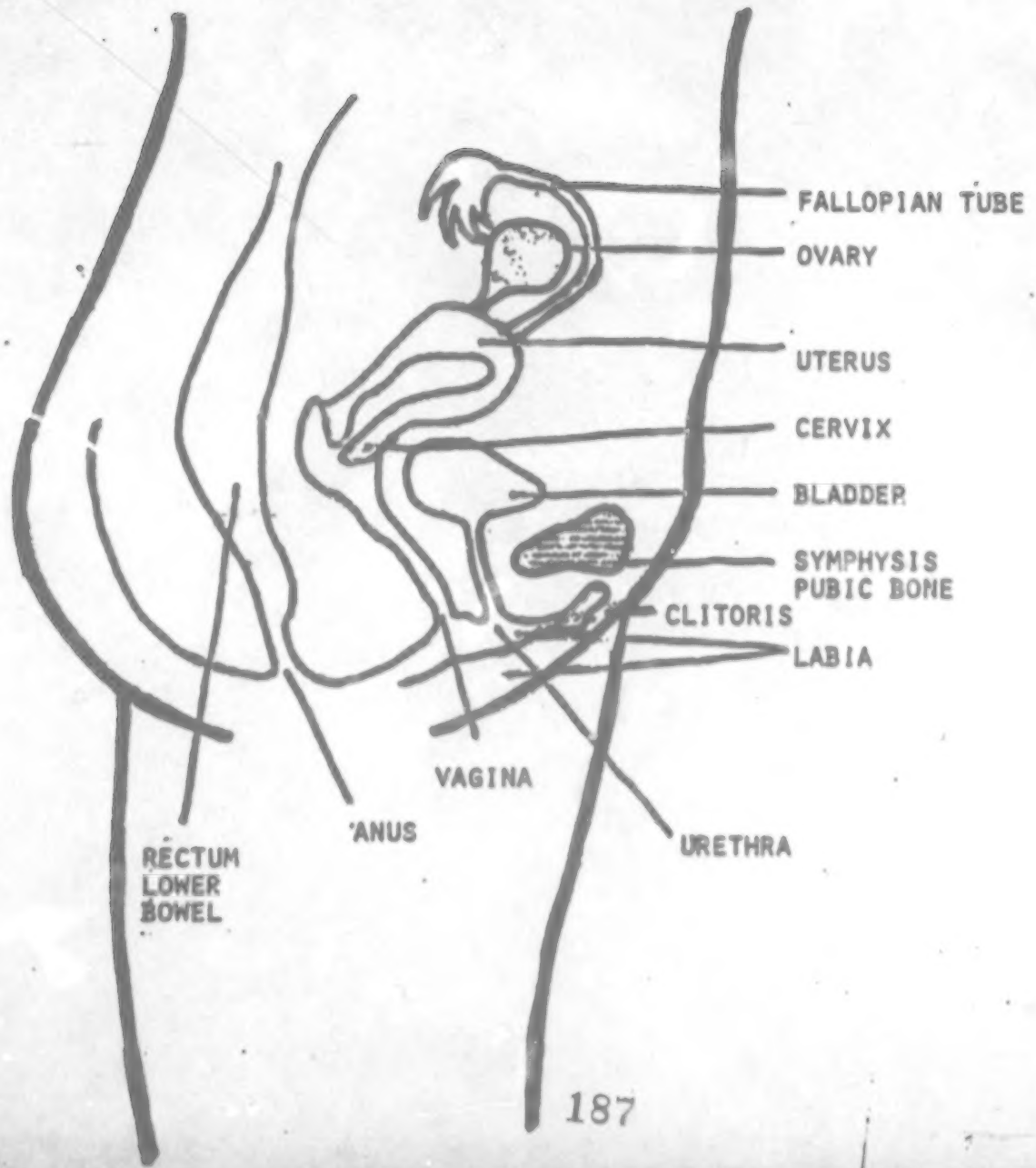
FEMALE REPRODUCTIVE SYSTEM

SIDE VIEW



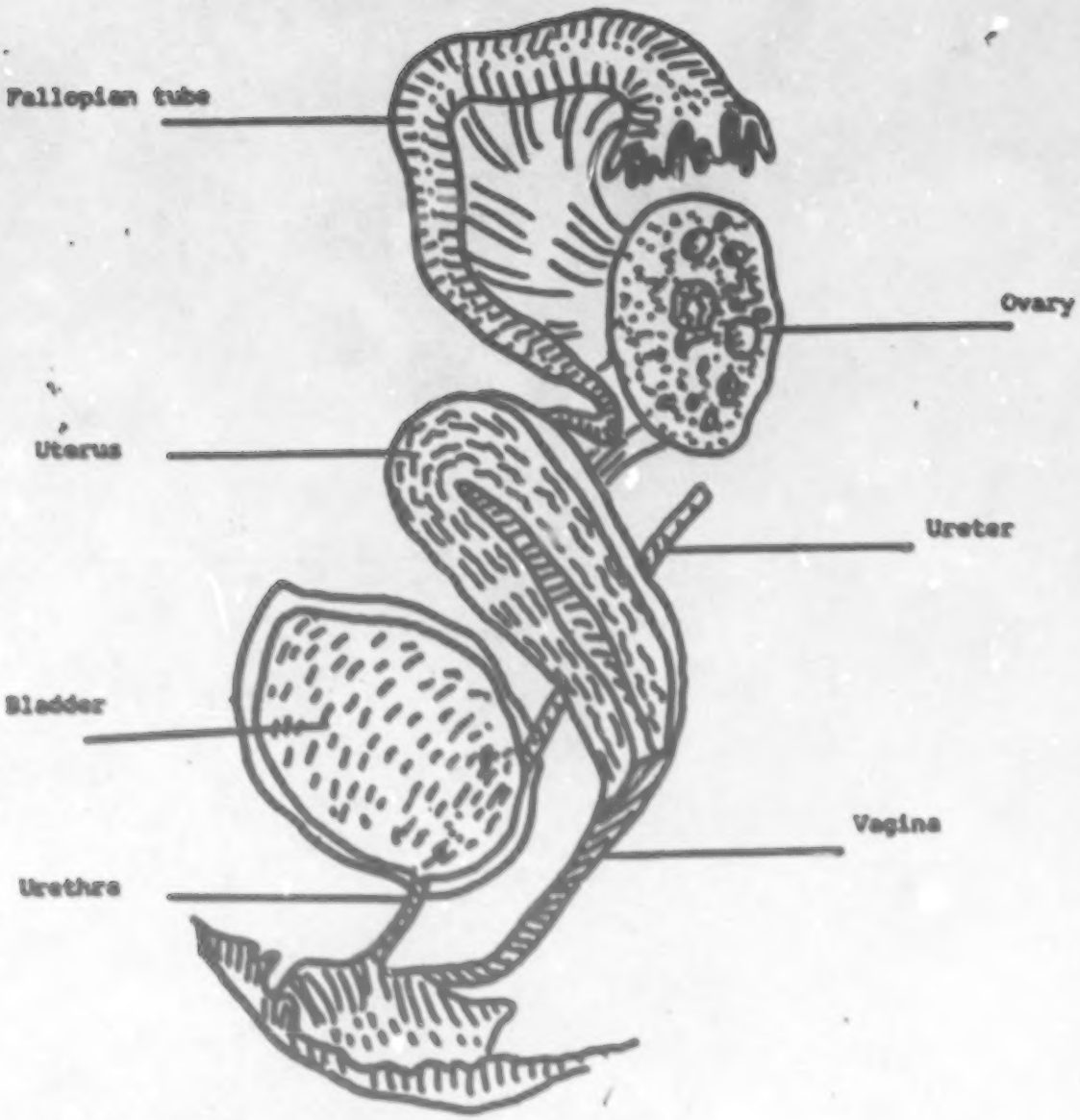
FEMALE REPRODUCTIVE SYSTEM

SIDE VIEW



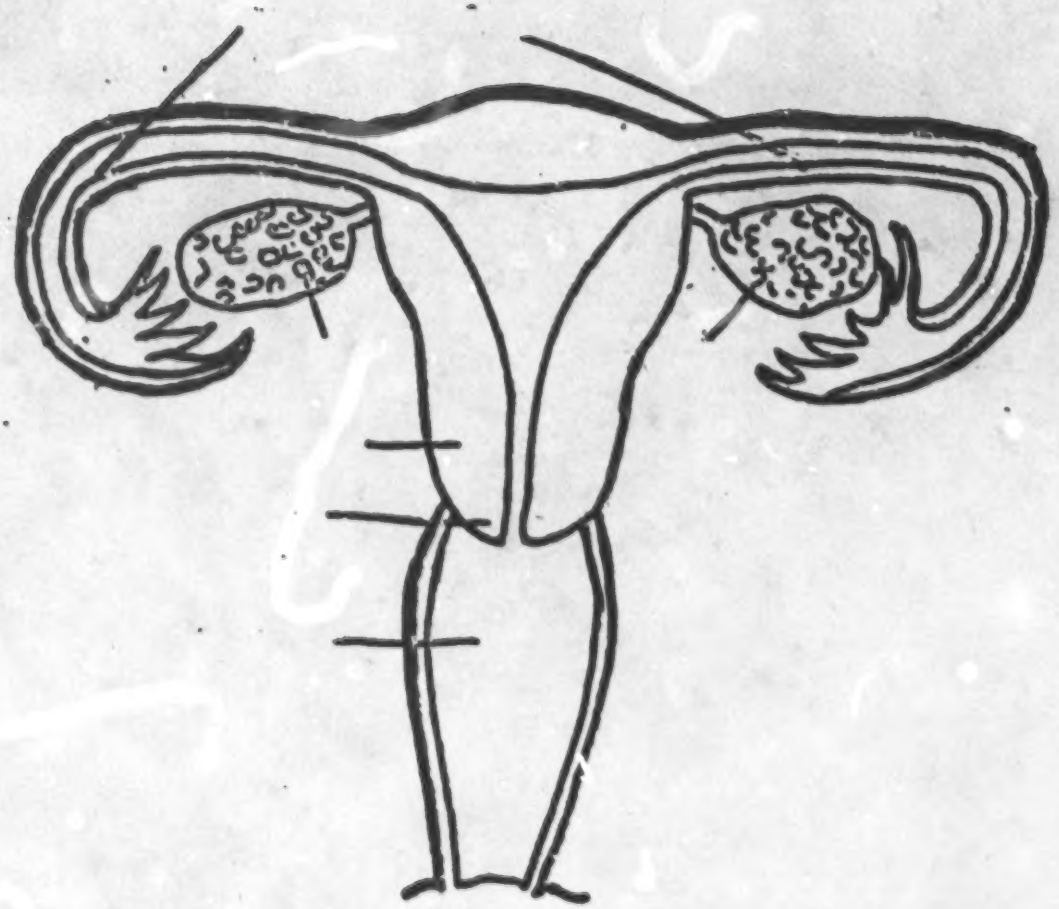
FEMALE REPRODUCTIVE SYSTEM - SIDE VIEW

FEMALE REPRODUCTIVE SYSTEM - SIDE VIEW



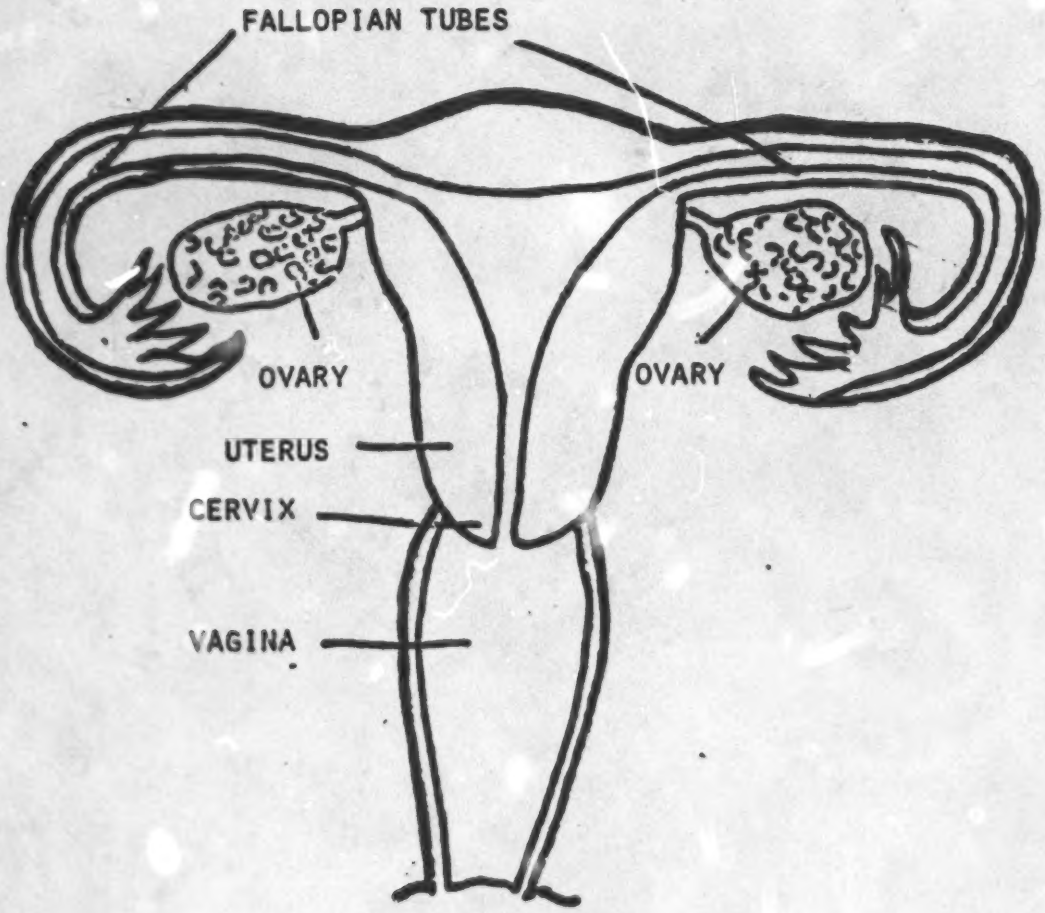
FEMALE REPRODUCTIVE SYSTEM

FRONT VIEW



FEMALE REPRODUCTIVE SYSTEM

FRONT VIEW



GAME SUPPLEMENT

The following games can be adapted to different units. Therefore, we've included the rules and the teacher needs to provide the questions.

Baseball Game. Object of the Game: The team with the most scored runs after nine innings of play will win.

Rules of the Game:

1. The class is divided into two teams.
2. The game will consist of nine innings.
3. A team has finished their half of an inning when they receive 3 out. (An out is an incorrect answer.)
4. A run is equal to four correct answers. (1st base, 2nd base, 3rd base, and home)

The captains are the score keepers for each team. The teacher is the umpire who asks the questions and rules on the answers. The questions will consist of:

1. Spelling of a word
2. Definition of a word
3. Usage of a word

#VII-41 CURRICULUM OBJECTIVE: The student describes the functions of the reproductive system.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 79-82.
2. Play baseball game (must prepare questions in advance).
3. Select and show one or more films.

4. Read pp. 98-112.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. GAME SUPPLEMENT
3. Related films:
   BOY TO MAN (from ESD 121)
   GIRL TO WOMAN (from ESD 121)
   HUMAN REPRODUCTION (from ESD 121)
   HUMAN GROWTH III (from ESD 121)
   HUMAN BODY: REPRODUCTIVE SYSTEM (2nd ed.)
4. Supplementary text: FINDING MY WAY

GAME SUPPLEMENT

The following games can be adapted to different units. Therefore, we've included the rules and the teacher needs to provide the questions.

Baseball Game. Object of the Game: The team with the most scored runs after nine innings of play will win.

Rules of the Game:

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4. A run is equal to four correct answers. (1st base, 2nd base, 3rd base, and home)

The captains are the score keepers for each team. The teacher is the umpire who asks the questions and rules on the answers. The questions will consist of:

1. Spelling of a word
2. Definition of a word
3. Usage of a word

VII-42 CURRICULUM OBJECTIVE: Students discuss the planning of families.

SAMPLE LEARNING ACTIVITIES

1. Read p. 100.
2. Teacher-led discussion.
   a. Methods
      1) abstainence
      2) medical
         a) IUD
         b) diaphram
         c) condom
      3) chemical
         a) foam and gel
         b) pill
      4) rhythm
   b. Problems
      1) problems with contraceptive devices
      2) disease
      3) injury (including X-rays)
      4) sterility (unknown, low sperm count, high acidity, etc.)

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Planned Parenthood
   American Medical Association

#VII-43 CURRICULUM OBJECTIVE: The student describes the birth process.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 84-85.
2. EXTEND YOUR KNOWLEDGE, number 1, page 91
3. Prepare questions for speaker.
4. View and discuss BIRTH ATLAS

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU
4. BIRTH ATLAS

Related film available from ESD 121:

HUMAN REPRODUCTION

#VII-44 CURRICULUM OBJECTIVE: The student describes the growth and development process during the gestation period.

SAMPLE LEARNING ACTIVITIES

1. Read text, pages 82-86.
2. View slides or film.
3. View BIRTH ATLAS
4. Read pp. 128-147.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. LIFE BEFORE BIRTH (education reprint #27) ...to be made for each school by ESC.
3. BIRTH ATLAS
4. Supplementary text, FINDING MY WAY

#VII-45 CURRICULUM OBJECTIVE: The student identifies symptoms, prevention, treatment, and current research for selected birth defects.

SAMPLE LEARNING ACTIVITY

1. Read pp. 87-88, 112-118.
2. Give the students a week's notice to bring at least one article pertaining to birth defects from current literature (this could include newspaper or magazine articles, pamphlets, literature from various agencies, etc.). The teacher could have a few to arouse interest a day or two before. Set aside a prominent area where the students' articles can be posted. Have each student relate the main point of his/her article to the rest of the class. Use the information the student found to stimulate discussion of the particular birth defect and what is being done. Urge the students to continue to watch for and share articles on birth defects - provide time for this in future class sessions.

   Variations:
   a. If time does not permit a whole period to be spent in reviewing each student's article, set up article corner and ask students to bring in materials as an ongoing activity.
   b. Write a summary of the article.

3. Students will select a birth defect from those presented on a list (or add their own). They will research the subject in the library and classroom, and then present a brief oral report to the class as well as a written report to the teacher.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU

3. Text: HEALTH AND SAFETY FOR YOU
   Library (Reader's Guide)
   Call March of Dimes/National Foundation for free material on birth defects.

SAMPLE LEARNING ACTIVITY (Cont.)

Students' presentations should include the following: a) Description of the problem; b) Effect on person's life (i.e., can he work?, marry?, etc.); c) Frequency of the problem; d) Causes, if known; e) Preventive measures.

LIST OF BIRTH DEFECTS

a. Sickle Cell Anemia
b. Birthmarks
c. Cerebral Palsy
d. Cleft Lip and Palate
e. Turner's Syndrome, Klinefelter's Syndrome
f. Clubfoot
g. Cystic Fibrosis
h. Diabetes
i. Congenital Heart Malformation
j. Hemophilia
k. Hydrocephalus
l. Mental Retardation
   1) Down's Syndrome
   2) Other congenital retardation
m. PKU
n. RH Disease
o. Blindness
p. Short Stature
q. Spina Bifida
r. Congenital Syphilis
s. Hearing Defects
t. Other

4. Birth defects.

LEARNING RESOURCES (Cont.)

4. Handout: BIRTH DEFECTS

Related film available from ESD 121:

PEOPLE YOU'D LIKE TO KNOW (a series)

BIRTH DEFECTS

ENVIRONMENTAL CAUSES OF BIRTH DEFECTS

Environmental agents are non-genetic factors which affect the baby's development, including drugs, nutrients, radiation and maternal diseases. Substances which cause abnormalities are called teratogens. Little is known of their mode of action. In a few cases, we know that they tend to produce a given effect if the embryo is exposed at a particular stage; thalidomide is the only drug for which direct results have been clearly and consistently observed. Even so, the reason that thalidomide affects development is unknown. We do know that the part of the embryo or fetus most likely to be affected is a part that is growing rapidly. That is why, in general, embryos from 2-7 weeks are most vulnerable to environmentally induced birth defects. But by no means do all environmental factors come into play early in pregnancy. Only in the last trimester, for example, is there antibody exchange between the mother's and fetus' blood. This may lead to problems if the mother's blood makes antibodies which destroy the baby's blood, as in the case with RH disease.

It is difficult to determine the precise effect of a given chemical or drug, since experiments can only be done with animals, and these results cannot be assumed to hold for humans. Also, it is often difficult to determine which agent might have caused a birth defect when a mother has been exposed to several possible dangers during pregnancy. For example, if a 17 year old girl who smokes, has a poor diet, takes what she thinks is LSD, and suffers from what she calls "flu" during pregnancy has a baby with a congenital malformation, how can we determine whether her age, smoking, diet, drugs, illness or a combination of these or unknown factors is responsible for the defect? Because of these complications, it is over-hasty to assert, for example, that LSD causes birth defects. While a higher percentage of drug users than non-users may have babies with problems, there is no certainty that the drug the mothers took was actually what they thought it was, or that all women report honestly, or that other factors these women had in common were not the real cause of the defects.

In spite of the difficulty of gathering accurate data, there are some environmental agents which we can say with certainty are teratogens. and others which we have good reason to suspect. The following list categorizes environmental agents into general type, time of action, and effect on the baby.

I. Infectious Agents and Maternal Illness

1. Rubella: This viral infection is most dangerous during the first trimester. It can lead to deafness, blindness, mental and physical retardation and other abnormalities. Fifteen to 20% of infants born to women who had rubella in the first trimester are malformed. Can be prevented by pre-pregancy test and immunization.

2. Cytomegalovirus: Causing only mild symptoms, if any, in an adult, this virus can lead to brain and eye abnormalities in the fetal period. Also, an unborn child may develop a chronic infection which continues after birth. Although 6-7% of pregnant women may be infected during pregnancy, the percent of defects attributable to the virus is much lower.

3. Toxoplasmosis: Toxophasmosis, which causes few or no symptoms in an adult, is caused by a parasitic protozoan. Fetal infection can lead to microcephaly, hydrocephaly, epilepsy, and eye abnormalities. In one study, 2% of pregnant women had toxoplasmosis. Of these, 2/3 had normal children, and 1/3 had stillbirths or babies with problems. Pregnant women should avoid poorly-cooked meat and should not handle cats or kitty-litter.

4. Syphilis: This venereal disease, caused by a spirochete, can be transmitted across the placenta. Congenital syphilis is characterized by sores, unusual paleness, fever, enlargement of the liver and spleen. If untreated, other symptoms will appear later in life. In some cases, syphilis during pregnancy is linked with meningitis, mental retardation, hydrocephalus and deafness. Syphilis can be detected and treated before and during pregnancy.

5. Gonorrhea: Maternal gonorrhea can cause eye problems as the baby passes through the vagina. In hospitals, all babies' eyes are treated at birth as a precaution. Maternal gonorrhea can be detected and cured.

6. Other diseases, including Coxsackie virus, influenza, smallpox, polio, mumps, chicken pox, measles and ECHO virus are associated with stillbirths, miscarriages and/or malformations, and are currently under study.

7. Diabetes: Diabetic mothers run a risk of toxemia and fluid retention. A high percentage of diabetic women have stillborn babies. The infant death rate is between 10 and 35%. Many physicians induce laber and deliver babies early in cases of diabetes, since so many fetuses seem to die in the last few weeks of pregnancy.

II. Drugs and Chemicals

1. Thalidomide: If thalidomide was taken on the 35th day after the last onset of menses, babies will be born with no ears. The 38-41st days lead to arm malformations, 41-44th day, leg abnormalities. No effect after day 52.

2. Androgenic Agents: Ethisterone and norethisterone lead to varying degrees of masculinization of female fetuses.

3. Antitumor Agents: Aminopterin is linked with skeletal defects; Busulfan and 6-mercaptopurine with stunted growth, skeletal abnormalities, cleft palate, and corneal opacities; Methotrexate with limb malformations, external ear, heart and gastrointestinal malformations.

4. Non-prescription drugs: Marijuana, LSD, amphetamines and psychedelic drugs have not been proven to cause birth defects, but since research is not conclusive, there are grounds for caution.

5. Nicotine: Women who smoke more than a pack of cigarettes a day have twice as many premature deliveries as non-smokers, and have lower than normal weight babies.

III. Radiation

1. X-Radiation: In the first few days of pregnancy, X-radiation is thought to cause death. Between weeks 2 and 6 after conception, it may lead to a range of defects including spina bifida, bone abnormalities, hydrocephalus, cleft palate and microcephaly. Also, X-radiation may cause germ-cell chromosome abnormalities.

2. Atomic Radiation: Exposure of pregnant women to radiation in the bombings of Hiroshima and Nagasaki, Japan, led to an increase in malformed offspring, with problems similar to those caused by X-radiation.

IV. Maternal Nutrition

1. Maternal Malnutrition: In general, maternal malnutrition causes reduced fetal growth.

2. Nitrogen and iron deficiency: Possibly connected with low intelligence, especially during the last trimester.

3. Iodine deficiency: Now rare, a deficiency in maternal iodine consumption can lead to hyperthyroidism, or cretinism, in the unborn baby.

References:

IS MY BABY ALL RIGHT?
THE DEVELOPING HUMAN: CLINICALLY ORIENTED EMBRYOLOGY

#VII-46 CURRICULUM OBJECTIVE: The student discusses the influence of heredity and environment on birth defects.

SAMPLE LEARNING ACTIVITIES

1. Read pages 112-118.
2. EXTEND YOUR KNOWLEDGE Numbers 1,2,3,4,&6 -- Page 119
3. Show filmstrip on birth defects.
4. Show filmstrip.

NOTE TO TEACHER: You may contact the March of Dimes, phone 624-1373, for more filmstrips and materials.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU
3. Filmstrip: MATTHEW; JULIE; SPANISH DANCER (from March of Dimes)
4. Filmstrip: FROM GENERATION TO GENERATION: GENETIC COUNSELING (from March of Dimes)

Teacher Reference: BIRTH DEFECTS

#VII-47 CURRICULUM OBJECTIVE: The student explains the process of passing on traits from parent to offspring.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 109-112, 115.
2. EXTEND YOUR KNOWLEDGE: choose one, page 119.
3. Complete HUMAN HEREDITY AND TRAITS experiments.
4. Complete FAMILY TREE

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU
3. HUMAN HEREDITY AND TRAITS
4. FAMILY TREE

Puzzle on HEREDITY, GROWTH & DEVELOPMENT

HUMAN HEREDITY AND TRAITS

TELL THE CLASS:

Many easily observed human characteristics are controlled by a single pair of genes and are inherited from generation to generation. In this lab we will discover each students's phenotype for the following traits. We will also try to determine the percentage of dominant or recessive phenotypes within a population (the class) and will try to observe the patterns of inheritance of these traits within families (the student's own).

Work through the following traits and record the determination of your traits by circling the appropriate phenotypes and genotypes found on Table 1. (Note that a person who displays a dominant phenotype is recorded as Z whenever we cannot distinguish the homozygote ZZ from the heterozygote Zz).

A. Ability to PTC (Phenylthiocarbamide). Place a small piece of filter paper impregnated with this substance on the tip of your tongue. If you don't taste anything, chew the paper. If there is still no distinctive taste, you are a non-taster for this substance. (Taste is T; non taster is tt.)
B. Middigital Hair -The complete absence of hair in the middle segments of the finger is a recessive trait (mm). Presence of hair on one or more middle segments of fingers is the result of the dominant condition (M).
C. Ear Lobes - Attached ear lobes result from the homozygous recessive condition, while free, pendulous lobes result from the presence of the dominant allele (L).
D. Double-jointed thumbs - Loose ligaments which permit the individual to throw the thumb out of joint results from a dominant gene (J), while tight ligaments result from the (jj) condition.
E. Tongue rolling - The ability to roll the tongue is controlled by the dominant allele (S). Individuals who cannot do this are homozygous for the recessive allele (ss).
F. Blood types - There are two dominant alleles, A and B, and one recessive allele, genotypes and phenotypes can be listed as follows.

Genotype		Phenotype
AA, AO	Blood Type A	
BB, BO	Blood Type B	
AB	Blood Type AB	
OO	Blood Type O	

G. Long palmar muscle - Clench and flex your fist. You can then observe two or three tendons running from the forearm to the center of the heel of the palm. If three are present, thi

middle one is the tendon of the long palmar muscle. When 2 are present, that muscle and it's tendon are absent. The presence of that muscle, in both arms, depends on the presence of the homozygous recessive alleles (ww), while the absence of that muscle in both arms is determined by the dominant allele (W).

H. Color vision - This is the commonest sex-linked characteristic in man, and the gene concerned is carried on the X chromosome. A color blind male has the genotype $X^{cb}Y$. Color blindness is determined by reading certain charts.

$X^{cb}Y$ ----------color blind male

$X^{CB}Y$ ----------normal male

$X^{cb}X^{cb}$ ----------color blind female

$X^{CB}X^{CB}$, $X^{CB}X^{cb}$ ----------normal female

Determine the phenotypes and, where possible, the genotypes studied in this exercise. For any five characteristics, write out pedigrees (in the form shown below) for your family members and explain the inheritance patterns of the traits shown therein. Write down the probable genotypes of your family members for each trait, based on phenotypes and inheritance patterns. Be sure to include only blood relatives in your pedigrees, not foster or step-relatives. Why should it include only blood relatives?

The pedigrees and explanations should be written in your data book.

TABLE

Circle your genotype and phenotype in each column.

TRAIT	DOMINANT	RECESSIVE	YOUR GENOTYPE		%DOMINANT IN CLASS
Ability to taste PTC	Taster (T)	Non-taster (t)	T	tt	
Middigital hair	Present (M)	Absent (m)	M	mm	
Ear Lobes	Free (L)	Attached (l)	L L	ll ll	
Double jointed thumbs	Present (J)	Absent (j)	J	jj	
Tongue rolling	Able (S)	Unable (s)	S	ss	
Blood Type	A, B,	O	A, AB,	A, OO,	
Long palmar muscle	Absent	Present	W	ww	
Color Vision	Normal X^{CB}	Color blind X^{cb}	$X^{CB}Y$ $X^{CB}X$	$X^{cb}Y$ $X^{cb}X^{cb}$	

F A M I L Y T R E E

Each student supplies his/her own poster board or construction paper, or even stapled-together binder paper to construct a family tree. The students are given one period to work on the family trees and told in advance to bring the necessary material.

Symbols that should be used:

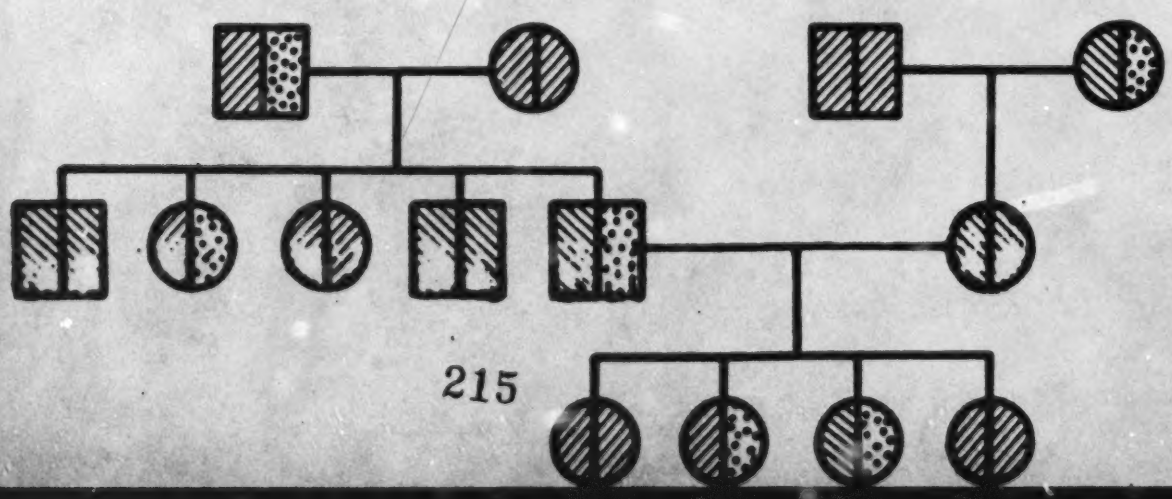
Female ○ Male □

Instructions:

1. Use symbols shown above and names
2. Include the following, if known, for 3 generations:
   a) hair color, eye color: In each person's box or circle, color the left side with that individual's hair color, the right side with eye color:

   b) dates and places born
   c) student may also trace a trait of particular interest to them: colorblindness, etc.
   Exceptions: Adopted children or children with divorced parents. These few can research any hereditary disease and trace it on a family tree.

Illustrate an example of how to draw a family tree on the board. Below is an example that can be drawn on the board.



TOPIC:

Hereditary characteristics: "Bean-bag" genetics

METHOD:

Participation in experiment

CLASSTIME:

20-30 minutes

OBJECTIVE:

To demonstrate the laws of dominance and segregation.

PRELIMINARY CONSIDERATIONS:

This lesson is supplementary to a lesson on Mendelian genetics: the beans represent genes

ACTIVITY:

Students work in pairs.
Each pair needs 50 white beans and 50 red beans
Put the beans in a paper bag.
One student draws two beans out of the bag without looking.
The other students keep tally on a paper.
The student draws 25 times (2 beans each time). He should come up with a 1:2:1 ratio, or close to it. (One white-white, two red-white, one red-red.) If there is time, reverse the process so that the first student keeps tally for the other student while he draws.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

Other materials besides beans could be used, so long as they are the same size and not expensive. Ask the students what the phenotypes would be if a red bean represents a dominant gene and white a recessive gene.

EVALUATION:

See if students can translate the experiment information of ratio of 1 red/red: 2 mixed red and white: one white/white to paper and pencil diagrams or charts. (Punnett squares or similar charts). They should understand that there will be mixed characteristics twice as often as pure red or pure white characteristics.

#VII-48 CURRICULUM OBJECTIVE: The student discusses different types of abortions and the different stages of pregnancy at which abortions are performed and the possible ramifications of the decision to have an abortion.

SAMPLE LEARNING ACTIVITIES

1. Read p. 100
2. View and discuss BIRTH ATLAS
   Discuss development of embryo fetus & why abortion is safer at certain points of development.
3. Prepare questions for guest speaker. Ask speakers who are for abortion and against abortion , but have them on 2 different days!
4. Students research either the pro-abortion or anti-abortion side and then write a short summary about your research.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. BIRTH ATLAS

3. Speakers: HUMAN LIFE, phone 322-1525
   PLANNED PARENTHOOD, phone 839-2740

#VII-49 CURRICULUM OBJECTIVE: The student identifies the underlying causes of child abuse.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 103-104.
2. View and discuss films.

3. EXTEND YOUR KNOWLEDGE, Question 4, p. 105
4. Prepare questions for guest speaker.
   Contact Children's Protective Services for Speaker.
5. Gather articles concerning Child abuse. Post or have students report to class
6. Read pp. 232-243.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Films: (from ESD 121)
   WAR OF THE EGGS
   CIPHER IN THE SNOW
   *HOME SWEET HOME
3. Text: HEALTH AND SAFETY FOR YOU
4. Phone: 872-6350

5. Newspapers, magazines

6. Supplementary Text, FINDING MY WAY

*Teacher must preview before showing to class.

#VII-50 CURRICULUM OBJECTIVE: The student identifies community resources to help people with family-related problems.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 93-104.
2. EXTEND YOUR KNOWLEDGE, Question 1, page 105.
3. Prepare questions for guest speaker

Note to teacher:

After students have identified community services, arrange for guest speaker.

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Text: HEALTH AND SAFETY FOR YOU
3. Resource person

UNIT VIII

CONSUMER HEALTH

VIII-51 CURRICULUM OBJECTIVE: The student identifies the responsibilities of health specialists and practitioners.

SAMPLE LEARNING ACTIVITIES

1. Read pp. 373-382.
2. Each student researches a particular health specialist, then:
   a. prepares a one minute speech to present to the class, or
   b. role plays the training and responsibilities, or
   c. makes a poster which indicates information about that health specialist
3. Field trip to public health department or a hospital.
4. Resource people come to class and present vocations.
5. Brainstorm and list on the board all the people that work in health related fields (X-ray, pharmacist, druggist, orderlies, pill company personnel, public health nurses, etc.). In small groups develop a story dialogue and pictures to be presented to the class. Below is a list of possible health specialists to add to the list in the text, page 374.

psychologist
cytotechnologist
dental assistant
dental hygienist
dentist
dietetic
medical doctor
hospital administrator
inhalation therapist
laboratory assistant
medical assistant
medical record librarian
medical record technician
medical technologist
nursing
occupational therapist
medex
EEG and EKG technician
recreational therapist
X-ray technologist
chiropractor
hematologist
gastro enterologist
rheumatologist
renal disease specialist
ear, nose and throat specialist
geneticist

LEARNING RESOURCES

1. Text: HEALTH AND SAFETY FOR YOU
2. Library
   Text: HEALTH AND SAFETY FOR YOU
   American Medical Association

Related film available from ESD 121:

IS A CAREER IN HEALTH SERVICE FOR YOU?

HEALTH EDUCATION P 6122.8

Health education is an integral part of the instructional program of the Federal Way Public Schools. Its goal is the development of knowledge about one's health and to assist students in acquiring information necessary for positive physical and emotional health so that they can establish sound personal health practices and conduct themselves in a manner that is in the interest of the public's health and safety.

Health education includes sex education which is defined by the State Board of Education (WAC 180-50-070) as the study of the anatomy and physiology of human reproduction.

The primary responsibility for family life and sex education, including moral responsibility, rests upon the home and church. The school can only supplement and complement those standards established in the family.

The school district shall establish a Health Education Advisory Committee which consists of patrons, health care professionals, district educators and students. The Advisory Committee shall be involved in the planning, development, evaluation, and revision of the health curriculum and instructional materials.

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

APPENDIX II

HEALTH EDUCATION R 6122.8

I. Advisory Committee

The school district shall involve patrons, health care professionals, district educators, students, and religious organizations in the planning, development, evaluation and revision of the health curriculum and instructional materials. The Health Education Advisory Committee shall consist of the following:

Health coordinating teacher
Director of Curriculum
3 teachers - 1 elementary, 1 Junior High, 1 High School
2 principals - 1 elementary, 1 secondary
School physician
School nurse
1 guidance counselor
2 students - 1 Junior High and 1 High School
5 patrons - one from each Junior High service area
1 member of the Federal Way Ministerial Council

The Health Education Advisory Committee will recommend to the Instructional Materials Selection Committee materials that pertain to the district's health curriculum.

II. Student Exemption

Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education during the current school year, may do so upon filing a written request with the School District Board of Directors through the principal of the school in which the child is enrolled. The form, Parent Request for Exclusion From Planned Instruction in Sex Education, is available in all schools in the district. A copy of Form No. 246 is attached.

Alternative educational endeavors shall be provided for those excused.

Reference: WAC 180-50-070
180-56-061
180-56-230
180-16-200
180-16-230

Adopted: 5/27/80

PARENT REQUEST FOR EXCLUSION FROM PLANNED INSTRUCTION IN SEX EDUCATION

To_____, Chairman of the Board of Directors or Chief School Administrator of Federal Way School District No. 210:

Pursuant to rules and regulations promulgated by the State Board of Education codified as W. A. C. 180-50-070, which states:

> Any parent or legal guardian who wishes to have his child excused from any planned instruction in sex education may do so upon filing a written request with the school district board of directors and the board of directors shall make available the appropriate forms for such requests. Alternative educational endeavors shall be provided for those excused.

We respectfully request that_____ be excused from any planned instruction in sex education for the current school year.

School_____ Grade____

_____ _____

Date Parent and/or Guardian

_____ _____

Principal's signature will acknowledge receipt of excuse form by the school. Date

NOTE: This form should be sent to the school building principal.

Principal will make two (2) copies and send the original copy to the Assistant Superintendent for Instruction who will forward it to the Chairman of the Board of Directors. One (1) copy is to be returned to the parent and/or guardian with the principal's signature and date indicating that the form has been received by the school. One (1) copy will be retained by the school principal.